

# ***Windham School District***



## ***School Counseling Curriculum***

Approved by the WSB on 3/16/21

It is the philosophy of the school counseling department to serve all students. We address the needs of the whole child by providing direct services to students through individual meetings as well as small group counseling, and grade level presentations. As a district team, we monitor progress, assist with achieving goals, increase access to courses of rigor, identify social emotional factors that might prohibit learning and measure program effectiveness. It is our continued goal to provide counseling services and experiences district wide by working diligently with each school and team to ensure all students' needs are being met.

This curriculum is aligned with the American School Counselor Association (ASCA) model and meets all the NH DOE requirements.

Respectfully submitted,

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Title of Curriculum: Grades K-4 -Academic Development\*

Unit Name	Why	How	What
Academic Development	<ul style="list-style-type: none"> <li>● Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.</li> </ul>	<ul style="list-style-type: none"> <li>● Being positive towards their learning</li> <li>● Recognizing and knowing that they have worked hard</li> <li>● Knowing their brain and that mistakes allow them to stretch their brain</li> <li>● Recognizing when to use GRIT</li> <li>● Working collaboratively with their peers</li> <li>● Getting work done independently and knowing when to ask for help</li> </ul>	<ul style="list-style-type: none"> <li>● Morning Meeting</li> <li>● Morning Messages</li> <li>● Small Instruction Groups</li> <li>● Modeling</li> <li>● Whole School Meetings</li> <li>● School-wide assessments</li> <li>● Observations</li> <li>● GRIT hands</li> <li>● Dialogue with students</li> <li>● Teacher consultation</li> <li>● Classroom Guidance</li> <li>● Scholastic News</li> <li>● Graphing Success with learning (math facts, sight words)</li> <li>● PBDC(Positive Behavior Development Committee)</li> <li>● Go Binders</li> <li>● Choose to be Nice awards</li> <li>● Executive Functioning lessons</li> <li>● Displaying work in classrooms and hallways</li> <li>● Student agendas</li> <li>● Chrome books</li> <li>● Using Unified Classroom</li> </ul>
	<ul style="list-style-type: none"> <li>● Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.</li> </ul>	<ul style="list-style-type: none"> <li>● Showing what they know by trying their hardest in the classroom</li> <li>● Identifying goals related to classroom success</li> <li>● Applying skills learned in other areas across all domains of school</li> </ul>	<ul style="list-style-type: none"> <li>● RTI(Response to Intervention)</li> <li>● AIMSweb</li> <li>● STAR/Universal Screeners</li> <li>● Current State Assessments/Testing</li> <li>● NWEA</li> <li>● Report cards</li> <li>● FNP (Fountas and Pinnell reading measurement)</li> </ul>

		<ul style="list-style-type: none"> <li>● Using their strengths to drive motivation school performance</li> </ul>	<ul style="list-style-type: none"> <li>● Graphing success with learning (math facts, sight words)</li> <li>● Instant word progress</li> <li>● Writing rubrics</li> <li>● Regular use of rubrics including self-assessment sections.</li> <li>● Timelines/Checkpoints for long term projects.</li> <li>● Junior Achievement</li> <li>● Classroom Guidance</li> <li>● Group and Individual counseling</li> <li>● Specialized instruction</li> <li>● District college day</li> <li>● Career Day</li> <li>● Step Up Day</li> <li>● MTSS-b(Multi-tiered System of Supports )</li> </ul>
	<ul style="list-style-type: none"> <li>● Students will understand the relationship of academics to the world of work and to life at home and in the community.</li> </ul>	<ul style="list-style-type: none"> <li>● Understanding that success in school leads to enhances opportunities in the future</li> <li>● Knowing that learning happens throughout life</li> <li>● Knowing about why they are important in the world of work</li> <li>● Making choices that will promote the understanding of needs and wants and the importance of saving.</li> <li>● Creating a family plan to know how to acquire what is needed for the home.</li> </ul>	<ul style="list-style-type: none"> <li>● Scholastic News</li> <li>● Healthy choices in P.E.</li> <li>● Community fundraisers, food drives</li> <li>● Classroom guidance classes</li> <li>● Junior Achievement</li> <li>● School wide meetings</li> <li>● Fire/First Responder Appreciation</li> <li>● Veterans Day Assembly</li> <li>● Peer mentors</li> <li>● STEAM</li> <li>● Extra-curricular clubs</li> <li>● Career Day</li> <li>● M2M with Middle school(Mentor to Mentee)</li> </ul>

\*Standards are introduced, but may not be mastered at each grade level

# Windham School District Curriculum

## Content Topic: Academic Development - Grades K-4

### Stage 1 Desired Results

<b>Content Standards:</b>	<i>Transfer</i>	
A:A1 A:A2 A:A3	Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.	
<b>Mindset Standards:</b>	<i>Meaning</i>	
M1 M2 M4 M5 M6	<b>ENDURING UNDERSTANDINGS</b> <i>Students will understand that ...</i>  Academic development includes acquiring skills, attitudes and knowledge that contribute to effective learning in school; employing strategies to achieve success in school; and understanding the relationship of academics to the world of work, and to life at home and in the community. Academic goals support the premise that all students should meet or exceed the local, state and national goals	<b>ESSENTIAL QUESTIONS</b>  <i>How will the WSD School Counseling Program provide tools and strategies to maximize an individual student's ability to learn?</i>
<b>Behavior Standards:</b>		
B-LS1 B-LS3 through B-LS7 B-SMS1 B-SMS2 B-SMS3 B-SMS5 through B-SMS8 B-SS1 B-SS7		

<b>Acquisition</b>	
<p><i>Students will know ...</i></p> <ul style="list-style-type: none"> <li>● How to improve academic self-concept</li> <li>● How to improve their learning</li> <li>● How to achieve success</li> </ul>	<p><i>Students will be skilled at ...</i></p> <ul style="list-style-type: none"> <li>● being positive towards their learning</li> <li>● recognizing and knowing that they have worked hard</li> <li>● knowing their brain and that mistakes allow them to stretch their brain</li> <li>● recognizing when to use GRIT</li> <li>● working collaboratively with their peers</li> <li>● getting work done independently and knowing when to ask for help</li> </ul>

## Stage 2 - Evidence

<b>Full Standard</b>	<b>Assessment Evidence</b>
<p><b>A:A1 Improve Academic Self-concept</b>  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</p> <p><b>A:A2 Acquire Skills for Improving Learning</b>  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</p> <p><b>A:A3 Achieve School Success</b>  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</p> <p><b>Mindset Standards:</b></p>	<p><b><u>ASSESSMENTS/ OTHER EVIDENCE:</u></b></p> <ul style="list-style-type: none"> <li>● Morning Meeting</li> <li>● Morning Messages</li> <li>● Small Instruction Groups</li> <li>● Modeling</li> <li>● Whole School Meetings</li> <li>● School-wide assessments</li> <li>● Observations</li> <li>● GRIT hands</li> <li>● Dialogue with students</li> <li>● Teacher consultation</li> <li>● Classroom Guidance</li> <li>● Scholastic News</li> <li>● Graphing Success with learning (math facts, sight words)</li> <li>● PBDC(Positive Behavior Development Committee)</li> <li>● Go Binders</li> <li>● Choose to be Nice awards</li> <li>● Executive Functioning lessons</li> </ul>

- M1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being
- M2. Self-confidence in ability to succeed
- M4. Understanding that postsecondary education and life-long learning are necessary for long-term career success
- M5. Belief in using abilities to their fullest to achieve high-quality results and outcomes
- M6. Positive attitude toward work and learning

**Behavior Standards:**

**Learning Strategies:**

- B-LS1. Demonstrate critical-thinking skills to make informed decisions
- B-LS3. Use time-management, organizational and study skills
- B-LS4. Apply self-motivation and self-direction to learning
- B-LS5. Apply media and technology skills
- B-LS6. Set high standards of quality
- B-LS7. Identify long- and short-term academic, career and social/ emotional goals

**Self-Management Skills:**

- B-SMS1. Demonstrate ability to assume responsibility
- B-SMS2. Demonstrate self-discipline and self-control
- B-SMS3. Demonstrate ability to work independently
- B-SMS5. Demonstrate perseverance to achieve long- and short-term goals
- B-SMS6. Demonstrate ability to overcome barriers to learning.
- B-SMS7. Demonstrate effective coping skills when faced with a problem
- B-SMS8. Demonstrate the ability to balance school, home and community activities

**Social Skills:**

- B-SS1. Use effective oral and written communication skills and listening skills
- B-SS7. Use leadership and teamwork skills to work effectively in diverse teams

- Displaying work in classrooms and hallways
- Student agendas
- Chrome books
- Using Unified Classroom

# Windham School District Curriculum

## Content Topic: Academic Development - Grades K-4

### Stage 1 Desired Results

<p><b>Content Standards:</b> A:B1 A:B2</p> <p><b>Mindset Standards:</b> M1 M4</p> <p><b>Behavior Standards:</b> B-LS3 B-LS4 B-LS7 B-LS8 B-SMS2 B-SMS5 B-SMS8</p>	<i>Transfer</i>	
	Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.	
	<i>Meaning</i>	
	<p><b>ENDURING UNDERSTANDINGS</b> <i>Students will understand that ...</i></p> <p>Academic development includes acquiring skills, attitudes and knowledge that contribute to effective learning in school; employing strategies to achieve success in school; and understanding the relationship of academics to the world of work, and to life at home and in the community. Academic goals support the premise that all students should meet or exceed the local, state and national goals.</p>	<p><b>ESSENTIAL QUESTIONS</b></p> <p><i>How will the WSD School Counseling Program provide tools and strategies to maximize an individual student's ability to learn?</i></p>

<b>Acquisition</b>	
<p>Students will know ...</p> <ul style="list-style-type: none"> <li>● how motivation leads to success in the classroom</li> <li>● why setting goals is important</li> <li>● how their interests and aptitudes can guide them in their success</li> <li>● study skills</li> </ul>	<p><i>Students will be skilled at ...</i></p> <ul style="list-style-type: none"> <li>● showing what they know by trying their hardest in the classroom</li> <li>● identifying goals related to classroom success</li> <li>● applying skills learned in other areas across all domains of school</li> <li>● using their strengths to drive motivation school performance</li> </ul>

**Stage 2 - Evidence**

<b>Full Standard</b>	<b>Assessment Evidence</b>
<p><b>A:B1 Improve Learning</b></p> <p>A:B1.1 Demonstrate the motivation to achieve individual potential</p> <p>A:B1.2 Learn and apply critical-thinking skills</p> <p>A:B1.3 Apply the study skills necessary for academic success at each level</p> <p>A:B1.4 Seek information and support from faculty, staff, family and peers</p> <p>A:B1.5 Organize and apply academic information from a variety of sources</p> <p>A:B1.6 Use knowledge of learning styles to positively influence school performance</p> <p>A:B1.7 Become a self-directed and independent learner</p> <p><b>A:B2 Plan to Achieve Goals</b></p> <p>A:B2.1 Establish challenging academic goals in elementary, middle and high school</p> <p>A:B2.2 Use assessment results in educational planning</p> <p>A:B2.3 Develop and implement annual plan of study to maximize academic ability and achievement</p> <p>A:B2.4 Apply knowledge of aptitudes and interests to goal setting</p> <p>A:B2.5 Use problem-solving and decision-making skills to assess progress toward educational goals</p> <p>A:B2.6 Understand the relationship between classroom performance and success in school</p> <p>A:B2.7 Identify post-secondary options consistent with interests, achievement, aptitude and abilities</p> <p><b>Mindset Standards:</b></p> <p>M1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being</p> <p>M4. Understanding that postsecondary education and life-long learning are necessary for long-term career success</p>	<ul style="list-style-type: none"> <li>● RTI(Response to Intervention)</li> <li>● AIMSweb</li> <li>● STAR/Universal Screeners</li> <li>● Current State Assessments/Testing</li> <li>● NWEA</li> <li>● Report cards</li> <li>● FNP (Fountas and Pinnell reading measurement)</li> <li>● Graphing success with learning (math facts, sight words)</li> <li>● Instant word progress</li> <li>● Writing rubrics</li> <li>● Regular use of rubrics including self-assessment sections.</li> <li>● Timelines/Checkpoints for long term projects.</li> <li>● Junior Achievement</li> <li>● Classroom Guidance</li> <li>● Group and Individual counseling</li> <li>● Specialized instruction</li> <li>● District college day</li> <li>● Career Day</li> </ul>

**Behavior Standards:**

**Learning Strategies:**

- B-LS3. Use time-management, organizational and study skills
- B-LS4. Apply self-motivation and self-direction to learning
- B-LS7. Identify long- and short-term academic, career and social/ emotional goals
- B-LS8. Actively engage in challenging coursework

**Self-Management Skills:**

- B-SMS2. Demonstrate self-discipline and self-control
- B-SMS5. Demonstrate perseverance to achieve long- and short-term goals
- B-SMS8. Demonstrate the ability to balance school, home and community activities

- Step Up Day
- MTSS-b(Multi-tiered System of Supports )

# Windham School District Curriculum

## Content Topic: Academic Development - Grades K-4

### Stage 1 Desired Results

<p><b>Content Standards:</b> A:C1</p> <p><b>Mindset Standards:</b> M4 M6</p> <p><b>Behavior Standards:</b> B-LS4 B-LS7 B-SMS1 B-SMS5 B-SMS8 B-SS5 B-SS8 B-SS9</p>	<i>Transfer</i>	
	Students will understand the relationship of academics to the world of work and to life at home and in the community.	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS <i>Students will understand that ...</i></p> <p>Academic development includes acquiring skills, attitudes and knowledge that contribute to effective learning in school; employing strategies to achieve success in school; and understanding the relationship of academics to the world of work, and to life at home and in the community. Academic goals support the premise that all students should meet or exceed the local, state and national goals.</p>	<p>ESSENTIAL QUESTIONS</p> <p><i>How will the WSD School Counseling Program provide tools and strategies to maximize an individual student's ability to learn?</i></p>
	<i>Acquisition</i>	
	<p>Students will know ...</p> <ul style="list-style-type: none"> <li>● how learning and work are related</li> <li>● lifelong learning</li> <li>● how communities work</li> </ul>	<p><i>Students will be skilled at ...</i></p> <ul style="list-style-type: none"> <li>● understanding that success in school leads to enhanced opportunities in the future</li> <li>● knowing that learning happens throughout life</li> <li>● knowing about why they are important in the world of work</li> <li>● making choices that will promote the understanding of needs and wants and the importance of saving</li> <li>● creating a family plan to know how to acquire what is needed</li> </ul>

## Stage 2 - Evidence

<i>Full Standard</i>	<i>Assessment Evidence</i>
<p><b>A:C1 Relate School to Life Experiences</b></p> <p>A:C1.1 Demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family life</p> <p>A:C1.2 Seek co-curricular and community experiences to enhance the school experience</p> <p>A:C1.3 Understand the relationship between learning and work</p> <p>A:C1.4 Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining and maintaining life goals</p> <p>A:C1.5 Understand that school success is the preparation to make the transition from student to community member</p> <p>A:C1.6 Understand how school success and academic achievement enhance future career and vocational opportunities</p> <p><b>Mindset Behaviors:</b></p> <p>M4. Understanding that postsecondary education and life-long learning are necessary for long-term career success</p> <p>M6. Positive attitude toward work and learning</p> <p><b>Behavior Standards:</b></p> <p><b>Learning Strategies:</b></p> <p>B-LS4. Apply self-motivation and self-direction to learning</p> <p>B-LS7. Identify long- and short-term academic, career and social/ emotional goals</p> <p><b>Self-Management Skills:</b></p> <p>B-SMS1. Demonstrate ability to assume responsibility</p> <p>B-SMS5. Demonstrate perseverance to achieve long- and short-term goals</p> <p>B-SMS8. Demonstrate the ability to balance school, home and community activities</p> <p><b>Social Skills:</b></p> <p>B-SS5. Demonstrate ethical decision making and social responsibility</p> <p>B-SS8. Demonstrate advocacy skills and ability to assert self, when necessary</p> <p>B-SS9. Demonstrate social maturity and behaviors appropriate to the situation and environment</p>	<ul style="list-style-type: none"> <li>● Scholastic News</li> <li>● Healthy choices in P.E.</li> <li>● Community fundraisers, food drives</li> <li>● Classroom guidance classes</li> <li>● Junior Achievement</li> <li>● School wide meetings</li> <li>● Fire/First Responder Appreciation</li> <li>● Veterans Day Assembly</li> <li>● Peer mentors</li> <li>● STEAM</li> <li>● Extracurricular clubs</li> <li>● Career Day</li> <li>● M2M with Middle school(Mentor to Mentee)</li> </ul>

Title of Curriculum: Grades K-4 - Career Development\*

Unit Name	Why	How	What
Career Development	<ul style="list-style-type: none"> <li>● Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.</li> </ul>	<ul style="list-style-type: none"> <li>● Identifying their personal interests and skills and begin to understand how those can drive their future goals</li> <li>● Working cooperatively as a member of a team with many different peers</li> <li>● Understanding and appreciating differences and how everyone is a valued member of society</li> <li>● Moving towards an understanding of time management in order to complete tasks</li> </ul>	<ul style="list-style-type: none"> <li>● Junior Achievement</li> <li>● Classroom Guidance Lessons</li> <li>● Morning Meetings</li> <li>● Games in the classroom</li> <li>● Classroom Jobs</li> <li>● STEAM</li> <li>● Collaborative classrooms</li> <li>● Physical Education</li> <li>● School to Work Readiness in daily classroom routines</li> <li>● Field trips to areas of career interests</li> <li>● 4th grade class research papers- shark tank</li> <li>● College Day</li> <li>● Career Day</li> <li>● Following school rules- guidance lesson on expectations</li> <li>● Attendance committee</li> <li>● Multiple Intelligence</li> </ul>

	<ul style="list-style-type: none"> <li>● Students will employ strategies to achieve future career goals with success and satisfaction.</li> </ul>	<ul style="list-style-type: none"> <li>● Identifying their strengths and interests and how that could relate to career choice</li> <li>● Connecting the role of school in relation to moving into a career</li> <li>● Becoming more aware of the various careers in the community</li> <li>● Understanding that their learning and self-management skills are connected to becoming successful adults in the community</li> </ul>	<ul style="list-style-type: none"> <li>● Junior Achievement</li> <li>● STEAM</li> <li>● Classroom Jobs</li> <li>● P.E class</li> <li>● Recess</li> <li>● Career Day</li> <li>● Scholastic News</li> <li>● Shark tank</li> <li>● Executive Functioning lessons</li> <li>● Small group counseling focused on school success skills</li> <li>● Small group work</li> <li>● Independent work</li> </ul>
	<ul style="list-style-type: none"> <li>● Students will understand the relationship between personal qualities, education, training and the world of work.</li> </ul>	<ul style="list-style-type: none"> <li>● conflict management</li> <li>● understanding what it means to be a team player and how to work cooperatively with others</li> <li>● beginning to understand that their interests and skills can influence their career choices</li> </ul>	<ul style="list-style-type: none"> <li>● Junior Achievement</li> <li>● Classroom guidance lessons</li> <li>● Cooperative learning groups</li> <li>● Group and individual counseling</li> <li>● Recess</li> <li>● Through classroom guidance lessons and morning meetings, students are encouraged to identify personal qualities and identify areas of interest.</li> <li>● Organizing work space</li> <li>● Checklists and other means of helping students have Executive Functioning follow-through</li> </ul>

\*Standards are introduced, but may not be mastered at each grade level

# Windham School District Curriculum

## Content Topic: Career Development - Grades K-4

### Stage 1 Desired Results

<p><b>Content Standards:</b> C:A1 C:A2</p> <p><b>Mindset Standards:</b> M2 M4 M5 M6</p> <p><b>Behavior Standards:</b> B- LS4 B- LS7 B- LS10 B-SMS1 B-SMS5</p>	<i>Transfer</i>	
	Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.	
	<i>Meaning</i>	
	<p><b>ENDURING UNDERSTANDINGS</b> <i>Students will understand that ...</i></p> <p>Career development goals guide the school counseling program 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 lifespan. Career development goals and competencies ensure that students develop career goals as a result of their participation in a comprehensive plan of career awareness, exploration and preparation activities.</p>	<p><b>ESSENTIAL QUESTIONS</b></p> <p>How will the Windham School District Counseling Program provide a foundation for students to acquire the skills, attitudes and knowledge to prepare them to make a successful transition from school to post-secondary options?</p>
	<i>Acquisition</i>	
<p>Students will know ...</p> <ul style="list-style-type: none"> <li>● a variety of occupations</li> <li>● personal interests and skills</li> <li>● work cooperatively with others</li> <li>● goal setting and planning</li> <li>● acceptance of others' differences</li> <li>● time management</li> </ul>	<p><i>Students will be skilled at ...</i></p> <ul style="list-style-type: none"> <li>● Identifying their personal interests and skills and begin to understand how those can drive their future goals</li> <li>● Working cooperatively as a member of a team with many different peers</li> <li>● Understanding and appreciating differences and how everyone is a valued member of society</li> <li>● Moving towards an understanding of time management in order to complete tasks</li> </ul>	

## Stage 2 - Evidence

<i>Full Standard</i>	<i>Assessment Evidence</i>
<p><b>C:A1 Develop Career Awareness</b></p> <p>C:A1.1 Develop skills to locate, evaluate and interpret career information</p> <p>C:A1.2 Learn about the variety of traditional and nontraditional occupations</p> <p>C:A1.3. Develop an awareness of personal abilities, skills, interests and motivations</p> <p>C:A1.4 Learn how to interact and work cooperatively in teams</p> <p>C:A1.5 Learn to make decisions</p> <p>C:A1.6 Learn how to set goals</p> <p>C:A1.7 Understand the importance of planning</p> <p>C:A1.8 Pursue and develop competency in areas of interest</p> <p>C:A1.9 Develop hobbies and vocational interests</p> <p>C:A1.10 Balance between work and leisure time</p> <p><b>C:A2 Develop Employment Readiness</b></p> <p>C:A2.1 Acquire employability skills such as working on a team, problem-solving and organizational skills</p> <p>C:A2.2 Apply job readiness skills to seek employment opportunities</p> <p>C:A2.3 Demonstrate knowledge about the changing workplace</p> <p>C:A2.4 Learn about the rights and responsibilities of employers and employees</p> <p>C:A2.5 Learn to respect individual uniqueness in the workplace</p> <p>C:A2.6 Learn how to write a résumé</p> <p>C:A2.7 Develop a positive attitude toward work and learning</p> <p>C:A2.8 Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace</p> <p>C:A2.9 Utilize time- and task-management skills</p> <p><b>Mindset Standards:</b></p> <p>M2. Self-confidence in ability to succeed</p> <p>M4. Understanding that postsecondary education and learning are necessary for long-term career success</p> <p>M5. Belief in using abilities to their fullest to achieve high-quality results and outcomes</p> <p>M6. Positive attitude toward work and learning</p>	<ul style="list-style-type: none"> <li>● Junior Achievement</li> <li>● Classroom Guidance Lessons</li> <li>● Morning Meetings</li> <li>● Games in the classroom</li> <li>● Classroom Jobs</li> <li>● STEAM</li> <li>● Collaborative classrooms</li> <li>● Physical Education</li> <li>● School to Work Readiness in daily classroom routines</li> <li>● Field trips to areas of career interests</li> <li>● 4th grade class research papers- shark tank</li> <li>● College Day</li> <li>● Career Day</li> <li>● Following school rules- guidance lesson on expectations</li> <li>● Attendance committee</li> <li>● Multiple Intelligence</li> </ul>

**Behavior Standards:**

**Learning Strategies:**

B-LS4. Apply self-motivation and self-direction to learning

B-LS7. Identify long- and short-term academic, career and social/ emotional goals

B-LS10. Participate in enrichment and extracurricular activities

**Self-Management Skills:**

B-SMS1. Demonstrate ability to assume responsibility

B-SMS5. Demonstrate perseverance to achieve long- and short-term goals

# Windham School District Curriculum

## Content Topic: Career Development - Grades K-4

### Stage 1 Desired Results

<b>Content Standards:</b> C:B1 C:B2  <b>Mindset Standards:</b> M2 M4 M5 M6  <b>Behavior Standards:</b> B-LS1 B-LS2 B-LS3 B-LS5 B-LS8 B-LS9 B-SMS1 B-SMS3 B-SMS4 B-SMS7 B-SMS8 B-SMS10 B-SS1 B-SS2 B-SS3 B-SS8 B-SS9	<i>Transfer</i>	
	Students will employ strategies to achieve future career goals with success and satisfaction.	
	<i>Meaning</i>	
	<b>ENDURING UNDERSTANDINGS</b> <i>Students will understand that ...</i>  Career development goals guide the school counseling program 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. Career development goals and competencies ensure that students develop career goals as a result of their participation in a comprehensive plan of career awareness, exploration and preparation activities.	<b>ESSENTIAL QUESTIONS</b>  How will the Windham School District Counseling Program provide a foundation for students to acquire the skills, attitudes and knowledge to prepare them to make a successful transition from school to post-secondary options?
<i>Acquisition</i>		
Students will know ... <ul style="list-style-type: none"> <li>● personal interests/skills</li> <li>● career/occupation options</li> <li>● school-career connection</li> <li>● skills related to career success</li> </ul>	Students will be skilled at ... <ul style="list-style-type: none"> <li>● Identifying their strengths and interests and how that could relate to career choice</li> <li>● Connecting the role of school in relation to moving into a career</li> <li>● Becoming more aware of the various careers in the community</li> <li>● Understanding that their learning and self-management skills are connected to becoming successful adults in the community</li> </ul>	

## Stage 2 - Evidence

<i>Full Standard</i>	<i>Assessment Evidence</i>
<p><b>C:B1 Acquire Career Information</b></p> <p>C:B1.1 Apply decision-making skills to career planning, course selection and career transition</p> <p>C:B1.2 Identify personal skills, interests and abilities and relate them to current career choice</p> <p>C:B1.3 Demonstrate knowledge of the career-planning process</p> <p>C:B1.4 Know the various ways in which occupations can be classified</p> <p>C:B1.5 Use research and information resources to obtain career information</p> <p>C:B1.6 Learn to use the Internet to access career-planning information</p> <p>C:B1.7 Describe traditional and nontraditional career choices and how they relate to career choice</p> <p>C:B1.8 Understand how changing economic and societal needs influence employment trends and future training</p> <p><b>C:B2 Identify Career Goals</b></p> <p>C:B2.1 Demonstrate awareness of the education and training needed to achieve career goals</p> <p>C:B2.2 Assess and modify their educational plan to support career</p> <p>C:B2.3 Use employability and job readiness skills in internship, mentoring, shadowing and/or other work experience</p> <p>C:B2.4 Select course work that is related to career interests</p> <p>C:B2.5 Maintain a career-planning portfolio</p> <p><b>Mindset Standards:</b></p> <p>M2. Self-confidence in ability to succeed</p> <p>M4. Understanding that postsecondary education and life-long learning are necessary for long-term career success</p> <p>M5. Belief in using abilities to their fullest to achieve high-quality results and outcomes</p> <p>M6. Positive attitude toward work and learning</p> <p><b>Behaviors Standards:</b></p> <p><b>Learning Strategies:</b></p> <p>B-LS1. Demonstrate critical-thinking skills to make informed decisions</p> <p>B-LS2. Demonstrate creativity</p> <p>B-LS3. Use time-management, organizational and study skills</p> <p>B-LS5. Apply media and technology skills</p> <p>B-LS8. Actively engage in challenging coursework</p> <p>B-LS9. Gather evidence and consider multiple perspectives to make informed decisions</p>	<ul style="list-style-type: none"> <li>● Junior Achievement</li> <li>● STEAM</li> <li>● Classroom Jobs</li> <li>● P.E class</li> <li>● Recess</li> <li>● Career Day</li> <li>● Scholastic News</li> <li>● Shark tank</li> <li>● Executive Functioning lessons</li> <li>● Small group counseling focused on school success skills</li> <li>● Small group work</li> <li>● Independent work</li> </ul>

**Self-Management Skills:**

- B-SMS1. Demonstrate ability to assume responsibility
- B-SMS3. Demonstrate ability to work independently
- B-SMS4. Demonstrate ability to delay immediate gratification for long term rewards
- B-SMS7. Demonstrate effective coping skills when faced with a problem
- B-SMS8. Demonstrate the ability to balance school, home and community activities
- B-SMS10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities

**Social Skills:**

- B-SS1. Use effective oral and written communication skills and listening skills
- B-SS2. Create positive and supportive relationships with other students
- B-SS3. Create relationships with adults that support success
- B-SS8. Demonstrate advocacy skills and ability to assert self, when necessary
- B-SS9. Demonstrate social maturity and behaviors appropriate to the situation and environment

# Windham School District Curriculum

## Content Topic: Career Development - Grades K-4

### Stage 1 Desired Results

<p><b>Content Standards:</b> C:C1 C:C2</p> <p><b>Mindset Standards:</b> M2 M4 M5 M6</p> <p><b>Behavior Standards:</b> B-LS4 B-LS7 B-SMS2 B-SMS5 B-SS6 B-SS7</p>	<i>Transfer</i>	
	Students will understand the relationship between personal qualities, education, training and the world of work.	
	<i>Meaning</i>	
	<p><b>ENDURING UNDERSTANDINGS</b> <i>Students will understand that ...</i></p> <p>Career development goals guide the school counseling program 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 lifespan. Career development goals and competencies ensure that students develop career goals as a result of their participation in a comprehensive plan of career awareness, exploration and preparation activities.</p>	<p><b>ESSENTIAL QUESTIONS</b></p> <p>How will the Windham School District Counseling Program provide a foundation for students to acquire the skills, attitudes and knowledge to prepare them to make a successful transition from school to post-secondary options?</p>
	<i>Acquisition</i>	
<p>Students will know ...</p> <ul style="list-style-type: none"> <li>● teamwork</li> <li>● conflict resolution skills</li> <li>● the importance of school in relation to career success</li> </ul>	<p><i>Students will be skilled at ...</i></p> <ul style="list-style-type: none"> <li>● conflict management</li> <li>● understanding what it means to be a team player and how to work cooperatively with others</li> <li>● beginning to understand that their interests and skills can influence their career choices</li> </ul>	

## Stage 2 - Evidence

<i>Full Standard</i>	<i>Assessment Evidence</i>
<p><b>C:C1 Acquire Knowledge to Achieve Career Goals</b></p> <p>C:C1.1 Understand the relationship between educational achievement and career success</p> <p>C:C1.2 Explain how work can help to achieve personal success and satisfaction</p> <p>C:C1.3 Identify personal preferences and interests influencing career choice and success</p> <p>C:C1.4 Understand that the changing workplace requires lifelong learning and acquiring new skills</p> <p>C:C1.5 Describe the effect of work on lifestyle</p> <p>C:C1.6 Understand the importance of equity and access in career choice</p> <p>C:C1.7 Understand that work is an important and satisfying means of personal expression</p> <p><b>C:C2 Apply Skills to Achieve Career Goals</b></p> <p>C:C2.1 Demonstrate how interests, abilities and achievement relate to achieving personal, social, educational and career goals</p> <p>C:C2.2 Learn how to use conflict management skills with peers and adults</p> <p>C:C2.3 Learn to work cooperatively with others as a team member</p> <p>C:C2.4 Apply academic and employment readiness skills in work based learning situations such as internships, shadowing and/or mentoring experiences</p> <p><b>Mindset Standards:</b></p> <p>M2. Self-confidence in ability to succeed</p> <p>M4. Understanding that postsecondary education and life-long learning are necessary for long-term career success</p> <p>M5. Belief in using abilities to their fullest to achieve high-quality results and outcomes</p> <p>M6. Positive attitude toward work and learning</p> <p><b>Behavior Standards:</b></p> <p><b>Learning Strategies:</b></p> <p>B-LS4. Apply self-motivation and self-direction to learning</p> <p>B-LS7. Identify long- and short-term academic, career and social/ emotional goals</p> <p><b>Self-Management Skills:</b></p> <p>B-SMS 2. Demonstrate self-discipline and self-control</p> <p>B-SMS 5. Demonstrate perseverance to achieve long- and short-term goals</p> <p><b>Social Skills:</b></p> <p>B-SS 6. Use effective collaboration and cooperation skills</p> <p>B-SS 7. Use leadership and teamwork skills to work effectively in diverse teams</p>	<ul style="list-style-type: none"> <li>● Junior Achievement</li> <li>● Classroom guidance lessons</li> <li>● Cooperative learning groups</li> <li>● Group and individual counseling</li> <li>● Recess</li> <li>● Through classroom guidance lessons and morning meetings, students are encouraged to identify personal qualities and identify areas of interest.</li> <li>● Organizing work space</li> <li>● Checklists and other means of helping students have Executive Functioning follow-through</li> </ul>

Title of Curriculum: Grades K-4 - Personal/Social Development\*

Unit Name	Why	How	What
Personal/Social Development	<ul style="list-style-type: none"> <li>● Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrating socially appropriate behavior in different settings</li> <li>● Using self-control to complete tasks and assignments</li> <li>● Managing their own responsibilities, belongings and friendships</li> </ul>	<ul style="list-style-type: none"> <li>● Morning meeting</li> <li>● Responsive Classroom</li> <li>● Whole school meeting</li> <li>● Morning Announcement</li> <li>● Social Skills Group</li> <li>● Modeling</li> <li>● Ready Set Go</li> <li>● Personal Body Safety</li> <li>● Choose to Be Nice Program</li> <li>● Great Kindness Challenge</li> <li>● Red Ribbon Week</li> <li>● Brain/Mindfulness Lesson</li> <li>● Yoga with students</li> <li>● Classroom Guidance</li> <li>● PBDC(Positive Behavioral Development Committee)</li> <li>● Go Binders</li> <li>● Anti-bullying curriculum-fundraiser</li> <li>● Peer mentor opportunities</li> <li>● Individual counseling</li> <li>● Spirit Days</li> <li>● Student Council</li> <li>● Choose Love</li> <li>● Go Zen</li> </ul>

	<ul style="list-style-type: none"> <li>● Students will make decisions, set goals and take necessary action to achieve goals.</li> </ul>	<ul style="list-style-type: none"> <li>● Learning to set goals and take the steps to achieve these goals</li> <li>● Students will learn conflict resolution skills to manage peer relationships</li> <li>● Students will learn to persevere and cope with challenging tasks both academically and emotionally</li> </ul>	<ul style="list-style-type: none"> <li>● Group/Individual counseling</li> <li>● Choose to Be Nice Program</li> <li>● Classroom Guidance</li> <li>● Think Sheets/Spot</li> <li>● Ready Set Go</li> <li>● Step Up day</li> <li>● Peer Mentor opportunities</li> <li>● Student council</li> <li>● Anti-bullying curriculum</li> <li>● Jump Rope for Heart</li> <li>● Yoga and Mindfulness</li> </ul>
	<ul style="list-style-type: none"> <li>● Students will understand safety and survival skills.</li> </ul>	<ul style="list-style-type: none"> <li>● Knowing their own personal information</li> <li>● Problem solving independently but also knowing when to access an adult</li> <li>● Create healthy and safe personal habits and choices</li> <li>● Managing age appropriate stressful situations</li> </ul>	<ul style="list-style-type: none"> <li>● Personal Body Safety Lessons</li> <li>● First Responders and Fire Prevention</li> <li>● Cyber Security</li> <li>● Classroom guidance- 911 and check first</li> <li>● Size of the problem lesson</li> <li>● Red Ribbon Week</li> <li>● PE healthy choices lesson</li> <li>● Ready Set Go</li> <li>● PBDC(Positive Behavioral Development Committee)</li> <li>● Bullying Prevention intervention</li> <li>● School Wide Assemblies</li> <li>● Choose to Be Nice</li> <li>● Wellness Awareness</li> <li>● Physical Education</li> <li>● Emergency Drills</li> </ul>

\*Standards are introduced, but may not be mastered at each grade level

# Windham School District Curriculum

## Content Topic: Personal/Social Development - Grades K-4

### Stage 1 Desired Results

<p><b>Content Standards:</b> PS:A1 PS:A2</p> <p><b>Mindset Standards:</b> M1 M2 M3</p> <p><b>Behavior Standards:</b> B-SS2 B-SS3 B-SS4 B-SS5 B-SS7</p>	<i>Transfer</i>	
	Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS <i>Students will understand that ...</i></p> <p>goals guide the school counseling program to provide the foundation for personal and social growth as students' progress through school and into adulthood.</p> <p>Personal/social development contributes to academic and career success by helping students understand and respect themselves and others, acquire effective interpersonal skills, understand safety and survival skills and develop into contributing members of society.</p>	<p>ESSENTIAL QUESTIONS</p> <p>How will the Windham School District Counseling Program provide the foundation for personal, social and emotional growth as students progress through school and into adulthood?</p>
	<i>Acquisition</i>	
<p>Students will know</p> <ul style="list-style-type: none"> <li>● self-esteem</li> <li>● feelings</li> <li>● expected/unexpected behavior</li> <li>● self-control</li> <li>● responsibilities</li> <li>● acceptance</li> <li>● friendship</li> <li>● communication skills</li> </ul>	<p><i>Students will be skilled at ...</i></p> <ul style="list-style-type: none"> <li>● Demonstrating socially appropriate behavior in different settings</li> <li>● Using self-control to complete tasks and assignments</li> <li>● Managing their own responsibilities, belongings and friendships</li> </ul>	

## Stage 2 - Evidence

<i>Full Standard</i>	<i>Assessment Evidence</i>
<p><b>PS:A1 Acquire Self-knowledge</b></p> <p>PS:A1.1 Develop positive attitudes toward self as a unique and worthy person</p> <p>PS:A1.2 Identify values, attitudes and beliefs</p> <p>PS:A1.3 Learn the goal-setting process</p> <p>PS:A1.4 Understand change is a part of growth</p> <p>PS:A1.5 Identify and express feelings</p> <p>PS:A1.6 Distinguish between appropriate and inappropriate behavior</p> <p>PS:A1.7 Recognize personal boundaries, rights and privacy needs</p> <p>PS:A1.8 Understand the need for self-control and how to practice it</p> <p>PS:A1.9 Demonstrate cooperative behavior in groups</p> <p>PS:A1.10 Identify personal strengths and assets</p> <p>PS:A1.11 Identify and discuss changing personal and social roles</p> <p>PS:A1.12 Identify and recognize changing family roles</p> <p><b>PS:A2 Acquire Interpersonal Skills</b></p> <p>PS:A2.1 Recognize that everyone has rights and responsibilities</p> <p>PS:A2.2 Respect alternative points of view</p> <p>PS:A2.3 Recognize, accept, respect and appreciate individual differences</p> <p>PS:A2.4 Recognize, accept and appreciate ethnic and cultural diversity</p> <p>PS:A2.5 Recognize and respect differences in various family configurations</p> <p>PS:A2.6 Use effective communications skills</p> <p>PS:A2.7 Know that communication involves speaking, listening and nonverbal behavior</p> <p>PS:A2.8 Learn how to make and keep friends</p> <p><b>Mindset Standards:</b></p> <p>M1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being</p> <p>M2. Self-confidence in ability to succeed</p> <p>M3. Sense of belonging in the school environment</p>	<ul style="list-style-type: none"> <li>● Morning meeting</li> <li>● Responsive Classroom</li> <li>● Whole school meeting</li> <li>● Morning Announcement</li> <li>● Social Skills Group</li> <li>● Modeling</li> <li>● Ready Set Go</li> <li>● Personal Body Safety</li> <li>● Choose to Be Nice Program</li> <li>● Great Kindness Challenge</li> <li>● Red Ribbon Week</li> <li>● Brain/Mindfulness Lesson</li> <li>● Yoga with students</li> <li>● Classroom Guidance</li> <li>● PBDC(Positive Behavioral Development Committee)</li> <li>● Go Binders</li> <li>● Anti-bullying curriculum-fundraiser</li> <li>● Peer mentor opportunities</li> <li>● Individual counseling</li> <li>● Spirit Days</li> <li>● Student Council</li> <li>● Choose Love</li> <li>● Go Zen</li> </ul>

**Behavior Standards:**

**Social Skills:**

- B-SS2. Create positive and supportive relationships with other students
- B-SS3. Create relationships with adults that support success
- B-SS4. Demonstrate empathy
- B-SS5. Demonstrate ethical decision making and social responsibility
- B-SS7. Use leadership and teamwork skills to work effectively in diverse teams

# Windham School District Curriculum

## Content Topic: Personal/Social Development - Grades K-4

### Stage 1 Desired Results

<p><b>Content Standards:</b> PS:B1</p> <p><b>Mindset Standards:</b> M2 M4 M5 M6</p> <p><b>Behavior Standards:</b> B- LS3 B-LS4 B-LS7 B-SMS1 B-SMS2 B-SMS3 B-SMS4 B-SMS5 B-SMS7 B-SS8</p>	<i>Transfer</i>	
	Students will make decisions, set goals and take necessary action to achieve goals.	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS <i>Students will understand that ...</i></p> <p>goals guide the school counseling program to provide the foundation for personal and social growth as students progress through school and into adulthood. Personal/social development contributes to academic and career success by helping students understand and respect themselves and others, acquire effective interpersonal skills, understand safety and survival skills and develop into contributing members of society.</p>	<p>ESSENTIAL QUESTIONS</p> <p>How will the Windham School District Counseling Program provide the foundation for personal, social and emotional growth as students' progress through school and into adulthood?</p>
<i>Acquisition</i>		
<p>Students will know ...</p> <ul style="list-style-type: none"> <li>● problem solving</li> <li>● consequences</li> <li>● coping skills</li> <li>● conflict resolution</li> <li>● GRIT</li> </ul>	<p><i>Students will be skilled at ...</i></p> <ul style="list-style-type: none"> <li>● learning to set goals and take the steps to achieve these goals</li> <li>● students will learn conflict resolution skills to manage peer relationships</li> <li>● students will learn to persevere and cope with challenging tasks both academically and emotionally</li> </ul>	

## Stage 2 - Evidence

<i>Full Standard</i>	<i>Assessment Evidence</i>
<p><b>PS:B1 Self-knowledge Application</b></p> <p>PS:B1.1 Use a decision-making and problem-solving model</p> <p>PS:B1.2 Understand consequences of decisions and choices</p> <p>PS:B1.3 Identify alternative solutions to a problem</p> <p>PS:B1.4 Develop effective coping skills for dealing with problems</p> <p>PS:B1.5 Demonstrate when, where and how to seek help for solving problems and making decisions</p> <p>PS:B1.6 Know how to apply conflict resolution skills</p> <p>PS:B1.7 Demonstrate a respect and appreciation for individual and cultural differences</p> <p>PS:B1.8 Know when peer pressure is influencing a decision</p> <p>PS:B1.9 Identify long- and short-term goals</p> <p>PS:B1.10 Identify alternative ways of achieving goals</p> <p>PS:B1.11 Use persistence and perseverance in acquiring knowledge and skills</p> <p>PS:B1.12 Develop an action plan to set and achieve realistic goals</p> <p><b>Mindful Standards:</b></p> <p>M2. Self-confidence in ability to succeed</p> <p>M4. Understanding that postsecondary education and life-long learning are necessary for long-term career success</p> <p>M5. Belief in using abilities to their fullest to achieve high-quality results and outcomes</p> <p>M6. Positive attitude toward work and learning</p> <p><b>Behavior Standards:</b></p> <p><b>Learning Strategies:</b></p> <p>B-LS3. Use time-management, organizational and study skills</p> <p>B-LS4. Apply self-motivation and self-direction to learning</p> <p>B-LS7. Identify long- and short-term academic, career and social/ emotional goals</p> <p><b>Self-Management Skills:</b></p> <p>B-SMS1. Demonstrate ability to assume responsibility</p> <p>B-SMS2. Demonstrate self-discipline and self-control</p> <p>B-SMS3. Demonstrate ability to work independently</p> <p>B-SMS4. Demonstrate ability to delay immediate gratification for long term rewards</p> <p>B-SMS5. Demonstrate perseverance to achieve long- and short-term goals</p> <p>B-SMS7. Demonstrate effective coping skills when faced with a problem</p> <p><b>Social Skills:</b></p> <p>B-SS8. Demonstrate advocacy skills and ability to assert self, when necessary</p>	<ul style="list-style-type: none"> <li>● Group/Individual counseling</li> <li>● Choose to Be Nice Program</li> <li>● Classroom Guidance</li> <li>● Think Sheets/Spot</li> <li>● Ready Set Go</li> <li>● Step Up day</li> <li>● Peer Mentor opportunities</li> <li>● Student council</li> <li>● Anti-bullying curriculum</li> <li>● Jump Rope for Heart</li> <li>● Yoga and Mindfulness</li> <li>● Dental Health visitor</li> </ul>

# Windham School District Curriculum

## Content Topic: Personal/Social Development - Grades K-4

### Stage 1 Desired Results

<p><b>Content Standards:</b> PS:C1</p> <p><b>Mindset Standards:</b> M1</p> <p><b>Behavior Standards:</b> B- LS 1 B-SMS 1 B-SMS 9 B-SS1 B-SS 9</p>	<i>Transfer</i>	
	Students will understand safety and survival skills.	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS <i>Students will understand that ...</i></p> <p>goals guide the school counseling program to provide the foundation for personal and social growth as students' progress through school and into adulthood. Personal/social development contributes to academic and career success by helping students understand and respect themselves and others, acquire effective interpersonal skills, understand safety and survival skills and develop into contributing members of society.</p>	<p>ESSENTIAL QUESTIONS</p> <p>How will the Windham School District Counseling Program provide the foundation for personal, social and emotional growth as students progress through school and into adulthood?</p>
	<i>Acquisition</i>	
	<p>Students will know ...</p> <ul style="list-style-type: none"> <li>● personal information</li> <li>● personal body safety</li> <li>● when to seek adult help</li> <li>● safe/healthy choices</li> <li>● stress management</li> </ul>	<p><i>Students will be skilled at ...</i></p> <ul style="list-style-type: none"> <li>● knowing their own personal information</li> <li>● problem solving independently but also knowing when to access an adult</li> <li>● create healthy and safe personal habits and choices</li> <li>● managing age appropriate stressful situations</li> </ul>

## Stage 2 - Evidence

<i>Full Standard</i>	<i>Assessment Evidence</i>
<p><b>PS:C1 Acquire Personal Safety Skills</b></p> <p>PS:C1.1 Demonstrate knowledge of personal information (i.e., telephone number, home address, emergency contact)</p> <p>PS:C1.2 Learn about the relationship between rules, laws, safety and the protection of rights of the individual</p> <p>PS:C1.3 Learn about the differences between appropriate and inappropriate physical contact</p> <p>PS:C1.4 Demonstrate the ability to set boundaries, rights and personal privacy</p> <p>PS:C1.5 Differentiate between situations requiring peer support and situations requiring adult professional help</p> <p>PS:C1.6 Identify resource people in the school and community, and know how to seek their help</p> <p>PS:C1.7 Apply effective problem-solving and decision-making skills to make safe and healthy choices</p> <p>PS:C1.8 Learn about the emotional and physical dangers of substance use and abuse</p> <p>PS:C1.9 Learn how to cope with peer pressure</p> <p>PS:C1.10 Learn techniques for managing stress and conflict</p> <p>PS:C1.11 Learn coping skills for managing life events</p> <p><b>Mindset Standards:</b></p> <p>M1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being</p> <p><b>Behavior Standards:</b></p> <p><b>Learning Strategies:</b></p> <p>B-LS1. Demonstrate critical-thinking skills to make informed decisions</p> <p><b>Self-Management Skills:</b></p> <p>B-SMS1. Demonstrate ability to assume responsibility</p> <p>B-SMS9. Demonstrate personal safety skills</p> <p><b>Social Skills:</b></p> <p>B-SS1. Use effective oral and written communication skills and listening skills</p> <p>B-SS9. Demonstrate social maturity and behaviors appropriate to the situation and environment</p>	<ul style="list-style-type: none"> <li>● Personal Body Safety Lessons</li> <li>● First Responders and Fire Prevention</li> <li>● Cyber Security</li> <li>● Classroom guidance- 911 and check first</li> <li>● Size of the problem lesson</li> <li>● Red Ribbon Week</li> <li>● PE healthy choices lesson</li> <li>● Ready Set Go</li> <li>● PBDC(Positive Behavioral Development Committee)</li> <li>● Bullying Prevention intervention</li> <li>● School Wide Assemblies</li> <li>● Choose to Be Nice</li> <li>● Wellness Awareness</li> <li>● Physical Education</li> <li>● Emergency Drills</li> </ul>

Title of Curriculum: Grades 5-6 - Academic Development\*

Unit Name	Why	How	What
Academic Development	<ul style="list-style-type: none"> <li>● Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.</li> </ul>	<ul style="list-style-type: none"> <li>● Developing competence and confidence as learners</li> <li>● Applying time management and task management skills</li> <li>● Taking responsibility for their actions and self-advocating</li> <li>● Working independently and cooperatively with others</li> </ul>	<ul style="list-style-type: none"> <li>● Morning Meetings/Assemblies</li> <li>● Bulletin Boards</li> <li>● Go Binders</li> <li>● GRIT Awards</li> <li>● Classroom Lessons on Executive Functioning/Social Emotional Learning</li> <li>● Executive Functioning Support - Whole Class/Group/Individual</li> <li>● Digital Literacy class</li> <li>● Safety - Lockdown/Fire Drills</li> <li>● Health Class</li> <li>● Vaping Assembly</li> <li>● Red Ribbon Week/Substance Misuse education</li> <li>● Homework Club</li> <li>● Math Olympiads</li> <li>● Geography Bee</li> <li>● Spelling Bee</li> <li>● Displaying work in classrooms and hallways</li> <li>● Student agendas</li> </ul>

	<ul style="list-style-type: none"> <li>● Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college</li> </ul>	<ul style="list-style-type: none"> <li>● Learn and apply critical thinking, problem-solving, and decision-making skills</li> <li>● Becoming a self-directed and independent learner</li> <li>● Establishing challenging academic goals</li> <li>● Identifying post-secondary options consistent with achievement, interests and abilities</li> </ul>	<ul style="list-style-type: none"> <li>● Classroom Lessons on Executive Functioning/Social Emotional Learning</li> <li>● NWEA/AIMSweb/Current Statewide Assessments</li> <li>● SAS</li> <li>● STAR</li> <li>● DESSA</li> <li>● Report Cards/Progress Reports/PowerSchool</li> <li>● Specialized Instruction</li> <li>● RTI</li> <li>● Fountas &amp; Pinnell Reading Measure</li> <li>● Use of Rubrics including self-assessment portion</li> <li>● District College/Career Day</li> <li>● Interest/Career Profile</li> <li>● Step Up Days</li> <li>● Red Ribbon Week/Substance Misuse education</li> <li>● Learning Style Development</li> <li>● Orton Gillingham Reading Program</li> <li>● Executive Functioning Support - Classroom/Group/Individual</li> <li>● Digital Literacy Class</li> <li>● Math Olympiad</li> </ul>
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	<ul style="list-style-type: none"> <li>● Students will understand the relationship of academics to the world of work and to life at home and in the community</li> </ul>	<ul style="list-style-type: none"> <li>● Balancing life, school, studies, leisure and family time</li> <li>● Understanding the relationship between learning and work</li> <li>● Understanding how school success enhances career opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>● Classroom Lessons on Executive Functioning/Social Emotional Learning</li> <li>● Extra-Curricular Clubs</li> <li>● Student Council</li> <li>● STEAM Fair</li> <li>● Robotics Cub</li> <li>● Math Facts/Olympiads</li> <li>● Destination Imagination</li> <li>● Ski Club</li> <li>● Games Club</li> <li>● Girls on the Run (Community Impact Project)</li> <li>● Intramural Sports</li> <li>● Wellness Awareness</li> <li>● Food Drive</li> <li>● Candy Drive</li> <li>● Holiday Giving</li> <li>● Digital Literacy Class</li> <li>● Life Skills</li> <li>● High School Student Tutors</li> <li>● Global Greetings</li> <li>● Geography Bee</li> <li>● Spelling Bee</li> <li>● Ice Cream Social</li> <li>● The Great Kindness Challenge</li> <li>● Kindness Across Windham</li> <li>● End-of-year recognition/celebration</li> <li>● 100 Days of Gratitude Project</li> <li>● Virtual Career Day</li> <li>● Recognition Awards</li> </ul>
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\*Standards are introduced, but may not be mastered at each grade level

# Windham School District Curriculum

## Content Topic: Academic Development - Grades 5-6

### Stage 1 Desired Results

<p><b>Content Standards:</b> A:A1 A:A2 A:A3</p> <p><b>Mindsets Standards:</b> M1 M2 M4 M5 M6</p> <p><b>Behavior Standards:</b> B-LS1 B-LS3 through B-LS8 B-LS10 B-SMS1 through B-SMS6 B-SMS8 B-SMS9 B-SMS10 B-SS1 B-SS6 B-SS7 B-SS8</p>	<i>Transfer</i>	
	Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS <i>Students will understand that ...</i></p> <p>They need to acquire skills, attitudes and knowledge that contribute to effective learning in school; employing strategies to achieve success in school; and understanding the relationship of academics to the world of work, and to life at home and in the community. Academic goals support the premise that all students should meet or exceed the local, state and national goals.</p>	<p>ESSENTIAL QUESTIONS</p> <p>How will the Windham School Counseling Program provide tools and strategies to maximize an individual student’s ability to learn?</p>
	<i>Acquisition</i>	
<p>Students will know ...</p> <ul style="list-style-type: none"> <li>● How to improve academic self-concept</li> <li>● How to acquire skills to improve learning</li> <li>● How to achieve school success</li> </ul>	<p><i>Students will be skilled at ...</i></p> <ul style="list-style-type: none"> <li>● Developing competence and confidence as learners</li> <li>● Applying time management and task management skills</li> <li>● Taking responsibility for their actions and self-advocating</li> <li>● Working independently and cooperatively with others</li> </ul>	

## Stage 2 - Evidence

<i>Full Standard</i>	<i>Assessment Evidence</i>
<p><b>A:A1 Improve Academic Self-concept</b></p> <ul style="list-style-type: none"> <li>A:A1.1 Articulate feelings of competence and confidence as learners</li> <li>A:A1.2 Display a positive interest in learning</li> <li>A:A1.3 Take pride in work and achievement</li> <li>A:A1.4 Accept mistakes as essential to the learning process</li> <li>A:A1.5 Identify attitudes and behaviors that lead to successful learning</li> </ul> <p><b>A:A2 Acquire Skills for Improving Learning</b></p> <ul style="list-style-type: none"> <li>A:A2.1 Apply time-management and task-management skills</li> <li>A:A2.2 Demonstrate how effort and persistence positively affect learning</li> <li>A:A2.3 Use communications skills to know when and how to ask for help when needed</li> <li>A:A2.4 Apply knowledge and learning styles to positively influence school performance</li> </ul> <p><b>A:A3 Achieve School Success</b></p> <ul style="list-style-type: none"> <li>A:A3.1 Take responsibility for their actions</li> <li>A:A3.2 Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students</li> <li>A:A3.3 Develop a broad range of interests and abilities</li> <li>A:A3.4 Demonstrate dependability, productivity and initiative</li> <li>A:A3.5 Share knowledge</li> </ul> <p><b>Mindset Standards:</b></p> <ul style="list-style-type: none"> <li>M1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being</li> <li>M2. Self-confidence in ability to succeed</li> <li>M4. Understanding that postsecondary education and life-long learning are necessary for long-term career success</li> <li>M5. Belief in using abilities to their fullest to achieve high-quality results and outcomes</li> <li>M6. Positive attitude toward work and learning</li> </ul>	<p><b><u>ASSESSMENTS/ OTHER EVIDENCE:</u></b></p> <ul style="list-style-type: none"> <li>● Morning Meetings/Assemblies</li> <li>● Bulletin Boards</li> <li>● Go Binders</li> <li>● GRIT Awards</li> <li>● Classroom Lessons on Executive Functioning/Social Emotional Learning</li> <li>● Executive Functioning Support - Whole Class/Group/Individual</li> <li>● Digital Literacy class</li> <li>● Safety - Lockdown/Fire Drills</li> <li>● Health Class</li> <li>● Vaping Assembly</li> <li>● Red Ribbon Week/Substance Misuse education</li> <li>● Homework Club</li> <li>● Math Olympiads</li> <li>● Geography Bee</li> <li>● Spelling Bee</li> <li>● Displaying work in classrooms and hallways</li> <li>● Student agendas</li> <li>● Chromebooks</li> <li>● Unified Classroom</li> <li>● Global Greetings</li> <li>● Social Groups</li> <li>● Life Skills</li> </ul>

**Behavior Standards:**

**Learning Strategies:**

- B-LS1. Demonstrate critical-thinking skills to make informed decisions
- B-LS3. Use time-management, organizational and study skills
- B-LS4. Apply self-motivation and self-direction to learning
- B-LS5. Apply media and technology skills
- B-LS6. Set high standards of quality
- B-LS7. Identify long- and short-term academic, career and social/ emotional goals
- B-LS8. Actively engage in challenging coursework
- B-LS10. Participate in enrichment and extracurricular activities

**Self-Management Skills:**

- B-SMS1. Demonstrate ability to assume responsibility
- B-SMS2. Demonstrate self-discipline and self-control
- B-SMS3. Demonstrate ability to work independently
- B-SMS4. Demonstrate ability to delay immediate gratification for long-term rewards
- B-SMS5. Demonstrate perseverance to achieve long- and short-term goals
- B-SMS6. Demonstrate ability to overcome barriers to learning.
- B-SMS8. Demonstrate the ability to balance school, home and community activities
- B-SMS9. Demonstrate personal safety skills
- B-SMS10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities

**Social Skills:**

- B-SS1. Use effective oral and written communication skills and listening skills
- B-SS6. Use effective collaboration and cooperation skills
- B-SS7. Use leadership and teamwork skills to work effectively in diverse teams
- B-SS8. Demonstrate advocacy skills and ability to assert self, when necessary

# Windham School District Curriculum

## Content Topic: Academic Development - Grades 5-6

### Stage 1 Desired Results

<p><b>Content Standards:</b> A:B1 A:B2</p> <p><b>Mindset Standards:</b> M1 M2 M4 M5 M6</p> <p><b>Behaviors Standards:</b> B-LS1 through B-LS10 B-SMS1 through B-SMS6 B-SMS8 B-SMS10 B-SS1 B-SS3 B-SS6 B-SS7 B-SS8</p>	<i>Transfer</i>	
	Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS <i>Students will understand that ...</i></p> <p>They need to acquire skills, attitudes and knowledge that contribute to effective learning in school; employing strategies to achieve success in school; and understanding the relationship of academics to the world of work, and to life at home and in the community.</p> <p>Academic goals support the premise that all students should meet or exceed the local, state and national goals.</p>	<p>ESSENTIAL QUESTIONS</p> <p>How will the Windham School Counseling Program provide tools and strategies to maximize an individual student's ability to learn?</p>
	<i>Acquisition</i>	
<p>Students will know ...</p> <ul style="list-style-type: none"> <li>● How to improve their learning</li> <li>● How to plan and achieve goals</li> </ul>	<p><i>Students will be skilled at ...</i></p> <ul style="list-style-type: none"> <li>● Learn and apply critical thinking, problem-solving, and decision-making skills</li> <li>● Becoming a self-directed and independent learner</li> <li>● Establishing challenging academic goals</li> <li>● Identifying post-secondary options consistent with achievement, interests and abilities</li> </ul>	

## Stage 2 - Evidence

<i>Full Standard</i>	<i>Assessment Evidence</i>
<p><b>A:B1 Improve Learning</b></p> <ul style="list-style-type: none"> <li>A:B1.1 Demonstrate the motivation to achieve individual potential</li> <li>A:B1.2 Learn and apply critical-thinking skills</li> <li>A:B1.3 Apply the study skills necessary for academic success at each level</li> <li>A:B1.4 Seek information and support from faculty, staff, family and peers</li> <li>A:B1.5 Organize and apply academic information from a variety of sources</li> <li>A:B1.6 Use knowledge of learning styles to positively influence school performance</li> <li>A:B1.7 Become a self-directed and independent learner</li> </ul> <p><b>A:B2 Plan to Achieve Goals</b></p> <ul style="list-style-type: none"> <li>A:B2.1 Establish challenging academic goals in elementary, middle and high school</li> <li>A:B2.2 Use assessment results in educational planning</li> <li>A:B2.3 Develop and implement annual plan of study to maximize academic ability and achievement</li> <li>A:B2.4 Apply knowledge of aptitudes and interests to goal setting</li> <li>A:B2.5 Use problem-solving and decision-making skills to assess progress toward educational goals</li> <li>A:B2.6 Understand the relationship between classroom performance and success in school</li> <li>A:B2.7 Identify post-secondary options consistent with interests, achievement, aptitude and abilities</li> </ul> <p><b>Mindfulness Standards:</b></p> <ul style="list-style-type: none"> <li>M1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being</li> <li>M2. Self-confidence in ability to succeed</li> <li>M4. Understanding that postsecondary education and life-long learning are necessary for long-term career success</li> <li>M5. Belief in using abilities to their fullest to achieve high-quality results and outcomes</li> <li>M6. Positive attitude toward work and learning</li> </ul>	<p><b>ASSESSMENTS/ OTHER EVIDENCE:</b></p> <ul style="list-style-type: none"> <li>● Classroom Lessons on Executive Functioning/Social Emotional Learning</li> <li>● NWEA/AIMSweb/Current Statewide Assessments</li> <li>● SAS</li> <li>● STAR</li> <li>● DESSA</li> <li>● Report Cards/Progress Reports/PowerSchool</li> <li>● Specialized Instruction</li> <li>● RTI</li> <li>● Fountas &amp; Pinnell Reading Measure</li> <li>● Use of Rubrics including self-assessment portion</li> <li>● District College/Career Day</li> <li>● Interest/Career Profile</li> <li>● Step Up Days</li> <li>● Red Ribbon Week/Substance Misuse education</li> <li>● Learning Style Development</li> <li>● Orton Gillingham Reading Program</li> <li>● Executive Functioning Support - Classroom/Group/Individual</li> <li>● Digital Literacy Class</li> <li>● Math Olympiads</li> <li>● Geography Bee</li> <li>● Spelling Bee</li> </ul>

**Behavior Standards:**

**Learning Strategies:**

- B-LS1. Demonstrate critical-thinking skills to make informed decisions
- B-LS2. Demonstrate creativity
- B-LS3. Use time-management, organizational and study skills
- B-LS4. Apply self-motivation and self-direction to learning
- B-LS5. Apply media and technology skills
- B-LS6. Set high standards of quality
- B-LS7. Identify long- and short-term academic, career and social/ emotional goals
- B-LS8. Actively engage in challenging coursework
- B-LS9. Gather evidence and consider multiple perspectives to make informed decisions
- B-LS10. Participate in enrichment and extracurricular activities

**Self-Management Skills:**

- B-SMS1. Demonstrate ability to assume responsibility
- B-SMS2. Demonstrate self-discipline and self-control
- B-SMS3. Demonstrate ability to work independently
- B-SMS4. Demonstrate ability to delay immediate gratification for long-term rewards
- B-SMS5. Demonstrate perseverance to achieve long- and short-term goals
- B-SMS6. Demonstrate ability to overcome barriers to learning.
- B-SMS8. Demonstrate the ability to balance school, home and community activities
- B-SMS10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities

**Social Skills:**

- B-SS1. Use effective oral and written communication skills and listening skills
- B-SS3. Create relationships with adults that support success
- B-SS6. Use effective collaboration and cooperation skills
- B-SS7. Use leadership and teamwork skills to work effectively in diverse teams
- B-SS8. Demonstrate advocacy skills and ability to assert self, when necessary

# Windham School District Curriculum

## Content Topic: Academic Development - Grades 5-6

### Stage 1 Desired Results

<p><b>Content Standards:</b> A:C1</p> <p><b>Mindset Standards:</b> M1 through M6</p> <p><b>Behavior Standards:</b> B-LS1 through B-LS10 B-SMS1 through B-SMS6 B-SMS8 B-SMS10 B-SS1 through B-SS9</p>	<i>Transfer</i>	
	Students will understand the relationship of academics to the world of work and to life at home and in the community	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS <i>Students will understand that ...</i></p> <p>They need to acquire skills, attitudes and knowledge that contribute to effective learning in school; employing strategies to achieve success in school; and understanding the relationship of academics to the world of work, and to life at home and in the community. Academic goals support the premise that all students should meet or exceed the local, state and national goals.</p>	<p>ESSENTIAL QUESTIONS</p> <p>How will the Windham School Counseling Program provide tools and strategies to maximize individual students ability to learn?</p>
	<i>Acquisition</i>	
	<p>Students will know ...</p> <ul style="list-style-type: none"> <li>● How to relate school to life experiences</li> </ul>	<p><i>Students will be skilled at ...</i></p> <ul style="list-style-type: none"> <li>● Balancing life, school, studies, leisure and family time</li> <li>● Understanding the relationship between learning and work</li> <li>● Understanding how school success enhances career opportunities.</li> </ul>

## Stage 2 - Evidence

<i>Full Standard</i>	<i>Assessment Evidence</i>
<p><b>A:C1 Relate School to Life Experiences</b></p> <p>A:C1.1 Demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family life</p> <p>A:C1.2 Seek co-curricular and community experiences to enhance the school experience</p> <p>A:C1.3 Understand the relationship between learning and work</p> <p>A:C1.4 Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining and maintaining life goals</p> <p>A:C1.5 Understand that school success is the preparation to make the transition from student to community member</p> <p>A:C1.6 Understand how school success and academic achievement enhance future career and vocational opportunities</p> <p><b>Mindfulness Standards:</b></p> <p>M1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being</p> <p>M2. Self-confidence in ability to succeed</p> <p>M3. Sense of belonging in the school environment</p> <p>M4. Understanding that postsecondary education and life-long learning are necessary for long-term career success</p> <p>M5. Belief in using abilities to their fullest to achieve high-quality results and outcomes</p> <p>M6. Positive attitude toward work and learning</p> <p><b>Behavior Standards:</b></p> <p><b>Learning Strategies:</b></p> <p>B-LS1. Demonstrate critical-thinking skills to make informed decisions</p> <p>B-LS2. Demonstrate creativity</p> <p>B-LS3. Use time-management, organizational and study skills</p> <p>B-LS4. Apply self-motivation and self-direction to learning</p> <p>B-LS5. Apply media and technology skills</p> <p>B-LS6. Set high standards of quality</p> <p>B-LS7. Identify long- and short-term academic, career and social/ emotional goals</p> <p>B-LS8. Actively engage in challenging coursework</p> <p>B-LS9. Gather evidence and consider multiple perspectives to make informed decisions</p> <p>B-LS10. Participate in enrichment and extracurricular activities</p>	<p><b><u>ASSESSMENTS/ OTHER EVIDENCE:</u></b></p> <ul style="list-style-type: none"> <li>● Classroom Lessons on Executive Functioning/Social Emotional Learning</li> <li>● Extra-Curricular Clubs</li> <li>● Student Council</li> <li>● STEAM Fair</li> <li>● Robotics Cub</li> <li>● Math Facts/Olympiads</li> <li>● Destination Imagination</li> <li>● Ski Club</li> <li>● Games Club</li> <li>● Girls on the Run (Community Impact Project)</li> <li>● Intramural Sports</li> <li>● Wellness Awareness</li> <li>● Food Drive</li> <li>● Candy Drive</li> <li>● Holiday Giving</li> <li>● Digital Literacy Class</li> <li>● Life Skills</li> <li>● High School Student Tutors</li> <li>● Global Greetings</li> <li>● Geography Bee</li> <li>● Spelling Bee</li> <li>● Ice Cream Social</li> <li>● The Great Kindness Challenge</li> <li>● Kindness Across Windham</li> <li>● End-of-year recognition/celebration</li> <li>● 100 Days of Gratitude Project</li> <li>● Virtual Career Day</li> <li>● Recognition Awards</li> </ul>

**Self-Management Skills:**

- B-SMS1. Demonstrate ability to assume responsibility
- B-SMS2. Demonstrate self-discipline and self-control
- B-SMS3. Demonstrate ability to work independently
- B-SMS4. Demonstrate ability to delay immediate gratification for long-term rewards
- B-SMS5. Demonstrate perseverance to achieve long- and short-term goals
- B-SMS6. Demonstrate ability to overcome barriers to learning.
- B-SMS8. Demonstrate the ability to balance school, home and community activities
- B-SMS10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities

**Social Skills:**

- B-SS1. Use effective oral and written communication skills and listening skills
- B-SS2. Create positive and supportive relationships with other students
- B-SS3. Create relationships with adults that support success
- B-SS4. Demonstrate empathy
- B-SS5. Demonstrate ethical decision-making and social responsibility
- B-SS6. Use effective collaboration and cooperation skills
- B-SS7. Use leadership and teamwork skills to work effectively in diverse teams
- B-SS8. Demonstrate advocacy skills and ability to assert self, when necessary
- B-SS9. Demonstrate social maturity and behaviors appropriate to the situation and environment

Title of Curriculum: Grades 5-6 - Career Development\*

Unit Name	Why	How	What
Career Development	<ul style="list-style-type: none"> <li>Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed decisions.</li> </ul>	<ul style="list-style-type: none"> <li>Locating, evaluating and interpreting career information</li> <li>Making decisions, planning and setting goals</li> <li>Pursue and develop competency in area of interest</li> <li>Achieving balance between work and leisure time</li> </ul>	<ul style="list-style-type: none"> <li>5th/6th Grade class projects/research papers</li> <li>District College/Career Day</li> <li>Executive Functioning Support-Group/Individual</li> <li>Attendance</li> <li>Learning Style Development</li> <li>Classroom Lessons on Executive Functioning/Social Emotional Learning</li> <li>Extra-Curricular Clubs</li> <li>Life Skills</li> <li>High School Student Tutors</li> <li>Global Greetings</li> <li>Geography Bee</li> <li>Spelling Bee</li> <li>Virtual Career Day</li> </ul>
	<ul style="list-style-type: none"> <li>Students will employ strategies to achieve future career goals with success and satisfaction.</li> </ul>	<ul style="list-style-type: none"> <li>Career planning, course selection and career transition</li> <li>Awareness of the education and training needed to achieve career goals</li> <li>Assess employability and job-readiness skills in mentoring, internship, and work experience</li> </ul>	<ul style="list-style-type: none"> <li>Classroom Lessons on Executive Functioning/Social Emotional Learning</li> <li>Learning Style Development</li> <li>Social Studies - Exploration of Economics</li> <li>Executive Functioning Support - Whole Class/Group/Individual</li> <li>Transition planning</li> <li>Interpersonal Skill Development - Classroom/Group/Individual</li> <li>High School Student Tutors</li> <li>Virtual Career Day</li> </ul>

	<ul style="list-style-type: none"> <li>• Students will understand the relationship between personal qualities, education, training and the world of work.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop and demonstrate how personal interests and abilities can influence career choices and success</li> <li>• Understand the relationship between educational achievement and career success</li> <li>• Understanding the changing workplace involves acquires lifelong learning and new skills</li> <li>• Learn to work cooperatively with others and manage conflict effectively</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Lessons on Executive Functioning/Social Emotional Learning</li> <li>• Learning Style Development</li> <li>• Social Studies - Exploration of Economics</li> <li>• Executive Functioning Support - Whole Class/Group/Individual</li> <li>• Transition planning</li> <li>• Interpersonal Skill Development - Classroom/Group/Individual</li> <li>• High School Student Tutors</li> <li>• Virtual Career Day</li> </ul>
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\*Standards are introduced, but may not be mastered at each grade level

# Windham School District Curriculum

## Content Topic: Career Development - Grades 5-6

### Stage 1 Desired Results

<p><b>Content Standards:</b> C:A1 C:A2</p> <p><b>Mindset Standards:</b> M1 through M6</p> <p><b>Behavior Standards:</b> B-LS1 through B-LS10 B-SMS1 through B-SMS6 B-SMS8 B-SMS10 B-SS1 B-SS2 B-SS3 B-SS5 through B-SS9</p>	<i>Transfer</i>	
	Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed decisions.	
	<i>Meaning</i>	
	<p><b>ENDURING UNDERSTANDINGS</b> <i>Students will understand that ...</i></p> <p>When provided 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.</p> <p>Career development goals and competencies ensure that students develop career goals as a result of their participation in a comprehensive plan of career awareness, exploration and preparation activities.</p>	<p><b>ESSENTIAL QUESTIONS</b></p> <p>How will the Windham School District Counseling Program provide a foundation for students to acquire the skills, attitudes, and knowledge to prepare them to make a successful transition from school to post-secondary options?</p>
<i>Acquisition</i>		
<p>Students will know ...</p> <ul style="list-style-type: none"> <li>● How to develop career awareness</li> <li>● How to develop employment readiness</li> </ul>	<p><i>Students will be skilled at ...</i></p> <ul style="list-style-type: none"> <li>● Locating, evaluating and interpreting career information</li> <li>● Making decisions, planning and setting goals</li> <li>● Pursue and develop competency in area of interest</li> <li>● Achieving balance between work and leisure time</li> </ul>	

## Stage 2 - Evidence

<i>Full Standard</i>	<i>Assessment Evidence</i>
<p><b>C:A1 Develop Career Awareness</b></p> <ul style="list-style-type: none"> <li>C:A1.1 Develop skills to locate, evaluate and interpret career information</li> <li>C:A1.2 Learn about the variety of traditional and nontraditional occupations</li> <li>C:A1.3. Develop an awareness of personal abilities, skills, interests and motivations</li> <li>C:A1.4 Learn how to interact and work cooperatively in teams</li> <li>C:A1.5 Learn to make decisions</li> <li>C:A1.6 Learn how to set goals</li> <li>C:A1.7 Understand the importance of planning</li> <li>C:A1.8 Pursue and develop competency in areas of interest</li> <li>C:A1.9 Develop hobbies and vocational interests</li> <li>C:A1.10 Balance between work and leisure time</li> </ul> <p><b>C:A2 Develop Employment Readiness</b></p> <ul style="list-style-type: none"> <li>C:A2.1 Acquire employability skills such as working on a team, problem-solving and organizational skills</li> <li>C:A2.2 Apply job readiness skills to seek employment opportunities</li> <li>C:A2.3 Demonstrate knowledge about the changing workplace</li> <li>C:A2.4 Learn about the rights and responsibilities of employers and employees</li> <li>C:A2.5 Learn to respect individual uniqueness in the workplace</li> <li>C:A2.6 Learn how to write a résumé</li> <li>C:A2.7 Develop a positive attitude toward work and learning</li> <li>C:A2.8 Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace</li> <li>C:A2.9 Utilize time- and task-management skills</li> </ul> <p><b>Mindfulness Standards:</b></p> <ul style="list-style-type: none"> <li>M1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being</li> <li>M2. Self-confidence in ability to succeed</li> <li>M3. Sense of belonging in the school environment</li> <li>M4. Understanding that postsecondary education and life-long learning are necessary for long-term career success</li> <li>M5. Belief in using abilities to their fullest to achieve high-quality results and outcomes</li> <li>M6. Positive attitude toward work and learning</li> </ul>	<p><b><u>ASSESSMENTS/ OTHER EVIDENCE:</u></b></p> <ul style="list-style-type: none"> <li>● 5th/6th Grade class projects/research papers</li> <li>● District College/Career Day</li> <li>● Executive Functioning Support-Group/Individual</li> <li>● Attendance</li> <li>● Learning Style Development</li> <li>● Classroom Lessons on Executive Functioning/Social Emotional Learning</li> <li>● Extra-Curricular Clubs</li> <li>● Life Skills</li> <li>● High School Student Tutors</li> <li>● Global Greetings</li> <li>● Geography Bee</li> <li>● Spelling Bee</li> <li>● Virtual Career Day</li> </ul>

**Behavior Standards:**

**Learning Strategies:**

- B-LS1. Demonstrate critical-thinking skills to make informed decisions
- B-LS2. Demonstrate creativity
- B-LS3. Use time-management, organizational and study skills
- B-LS4. Apply self-motivation and self-direction to learning
- B-LS5. Apply media and technology skills
- B-LS6. Set high standards of quality
- B-LS7. Identify long- and short-term academic, career and social/ emotional goals
- B-LS8. Actively engage in challenging coursework
- B-LS9. Gather evidence and consider multiple perspectives to make informed decisions
- B-LS10. Participate in enrichment and extracurricular activities

**Self-Management Skills:**

- B-SMS1. Demonstrate ability to assume responsibility
- B-SMS2. Demonstrate self-discipline and self-control
- B-SMS3. Demonstrate ability to work independently
- B-SMS4. Demonstrate ability to delay immediate gratification for long-term rewards
- B-SMS5. Demonstrate perseverance to achieve long- and short-term goals
- B-SMS6. Demonstrate ability to overcome barriers to learning.
- B-SMS8. Demonstrate the ability to balance school, home and community activities
- B-SMS10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities

**Social Skills:**

- B-SS1. Use effective oral and written communication skills and listening skills
- B-SS2. Create positive and supportive relationships with other students
- B-SS3. Create relationships with adults that support success
- B-SS5. Demonstrate ethical decision-making and social responsibility
- B-SS6. Use effective collaboration and cooperation skills
- B-SS7. Use leadership and teamwork skills to work effectively in diverse teams
- B-SS8. Demonstrate advocacy skills and ability to assert self, when necessary
- B-SS9. Demonstrate social maturity and behaviors appropriate to the situation and environment

# Windham School District Curriculum

## Content Topic: Career Development - Grades 5-6

### Stage 1 Desired Results

<p><b>Content Standards:</b> C:B1 C:B2</p> <p><b>Mindset Standards:</b> M1 M2 M4 M5 M6</p> <p><b>Behavior Standards:</b> B-LS1 B-LS4 through B-LS10 B-SMS1 B-SMS2 B-SMS5 B-SMS10 B-SS5 B-SS7 B-SS8</p>	<i>Transfer</i>	
	Students will employ strategies to achieve future career goals with success and satisfaction.	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS <i>Students will understand that ...</i></p> <p>When provided 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.</p> <p>Career development goals and competencies ensure that students develop career goals as a result of their participation in a comprehensive plan of career awareness, exploration and preparation activities.</p>	<p>ESSENTIAL QUESTIONS</p> <p>How will the Windham School District Counseling Program provide a foundation for students to acquire the skills, attitudes, and knowledge to prepare them to make a successful transition from school to post-secondary options?</p>
	<i>Acquisition</i>	
	<p>Students will know ...</p> <ul style="list-style-type: none"> <li>● How to acquire career information</li> <li>● How to identify career goals</li> </ul>	<p><i>Students will be skilled at ...</i></p> <ul style="list-style-type: none"> <li>● Career planning, course selection and career transition</li> <li>● Awareness of the education and training needed to achieve career goals</li> <li>● Assess employability and job-readiness skills in mentoring, internship, and work experience</li> </ul>

## Stage 2 - Evidence

<i>Full Standard</i>	<i>Assessment Evidence</i>
<p><b>C:B1 Acquire Career Information</b></p> <p>C:B1.1 Apply decision-making skills to career planning, course selection and career transition</p> <p>C:B1.2 Identify personal skills, interests and abilities and relate them to current career choice</p> <p>C:B1.3 Demonstrate knowledge of the career-planning process</p> <p>C:B1.4 Know the various ways in which occupations can be classified</p> <p>C:B1.5 Use research and information resources to obtain career information</p> <p>C:B1.6 Learn to use the Internet to access career-planning information</p> <p>C:B1.7 Describe traditional and nontraditional career choices and how they relate to career choice</p> <p>C:B1.8 Understand how changing economic and societal needs influence employment trends and future training</p> <p><b>C:B2 Identify Career Goals</b></p> <p>C:B2.1 Demonstrate awareness of the education and training needed to achieve career goals</p> <p>C:B2.2 Assess and modify their educational plan to support career</p> <p>C:B2.3 Use employability and job readiness skills in internship, mentoring, shadowing and/or other work experience</p> <p>C:B2.4 Select coursework that is related to career interests</p> <p>C:B2.5 Maintain a career-planning portfolio</p> <p><b>Mindfulness Standards:</b></p> <p>M1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being</p> <p>M2. Self-confidence in ability to succeed</p> <p>M4. Understanding that postsecondary education and life-long learning are necessary for long-term career success</p> <p>M5. Belief in using abilities to their fullest to achieve high-quality results and outcomes</p> <p>M6. Positive attitude toward work and learning</p>	<p><b><u>ASSESSMENTS/ OTHER EVIDENCE:</u></b></p> <ul style="list-style-type: none"> <li>● Classroom Lessons on Executive Functioning/Social Emotional Learning</li> <li>● 5th/6th Grade class projects/research papers</li> <li>● CNN 10 News</li> <li>● Digital Literacy Class</li> <li>● District College/Career Day</li> <li>● Life Skills</li> <li>● Learning Style Development</li> <li>● Transition planning</li> <li>● Virtual Career Day</li> <li>● Career Interest Inventory</li> </ul>

**Behavior Standards:**

**Learning Strategies:**

- B-LS1. Demonstrate critical-thinking skills to make informed decisions
- B-LS4. Apply self-motivation and self-direction to learning
- B-LS5. Apply media and technology skills
- B-LS6. Set high standards of quality
- B-LS7. Identify long- and short-term academic, career and social/ emotional goals
- B-LS8. Actively engage in challenging coursework
- B-LS9. Gather evidence and consider multiple perspectives to make informed decisions
- B-LS10. Participate in enrichment and extracurricular activities

**Self-Management Skills:**

- B-SMS1. Demonstrate ability to assume responsibility
- B-SMS2. Demonstrate self-discipline and self-control
- B-SMS5. Demonstrate perseverance to achieve long- and short-term goals
- B-SMS10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities

**Social Skills:**

- B-SS5. Demonstrate ethical decision-making and social responsibility
- B-SS7. Use leadership and teamwork skills to work effectively in diverse teams
- B-SS8. Demonstrate advocacy skills and ability to assert self, when necessary

# Windham School District Curriculum

## Content Topic: Career Development - Grades 5-6

### Stage 1 Desired Results

<p><b>Content Standards:</b> C:C1 C:C2</p> <p><b>Mindset Standards:</b> M1 through M6</p> <p><b>Behavior Standards:</b> B-LS1 B-LS3 through B-LS9 B-SMS1 through B-SMS8 B-SMS10 B-SS2 B-SS3 B-SS5 through B-SS9</p>	<i>Transfer</i>	
	Students will understand the relationship between personal qualities, education, training and the world of work.	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS <i>Students will understand that ...</i></p> <p>When provided 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.</p> <p>Career development goals and competencies ensure that students develop career goals as a result of their participation in a comprehensive plan of career awareness, exploration and preparation activities.</p>	<p>ESSENTIAL QUESTIONS</p> <p>How will the Windham School District Counseling Program provide a foundation for students to acquire the skills, attitudes, and knowledge to prepare them to make a successful transition from school to post-secondary options?</p>
	<i>Acquisition</i>	
<p>Students will know ...</p> <ul style="list-style-type: none"> <li>● How to acquire knowledge to achieve career goals</li> <li>● How to apply skills to achieve career goals</li> </ul>	<p><i>Students will be skilled at ...</i></p> <ul style="list-style-type: none"> <li>● Develop and demonstrate how personal interests and abilities can influence career choices and success</li> <li>● Understand the relationship between educational achievement and career success</li> <li>● Understanding the changing workplace involves acquires lifelong learning and new skills</li> <li>● Learn to work cooperatively with others and manage conflict effectively</li> </ul>	

## Stage 2 - Evidence

<i>Full Standard</i>	<i>Assessment Evidence</i>
<p><b>C:C1 Acquire Knowledge to Achieve Career Goals</b></p> <p>C:C1.1 Understand the relationship between educational achievement and career success</p> <p>C:C1.2 Explain how work can help to achieve personal success and satisfaction</p> <p>C:C1.3 Identify personal preferences and interests influencing career choice and success</p> <p>C:C1.4 Understand that the changing workplace requires lifelong learning and acquiring new skills</p> <p>C:C1.5 Describe the effect of work on lifestyle</p> <p>C:C1.6 Understand the importance of equity and access in career choice</p> <p>C:C1.7 Understand that work is an important and satisfying means of personal expression</p> <p><b>C:C2 Apply Skills to Achieve Career Goals</b></p> <p>C:C2.1 Demonstrate how interests, abilities and achievement relate to achieving personal, social, educational and career goals</p> <p>C:C2.2 Learn how to use conflict management skills with peers and adults</p> <p>C:C2.3 Learn to work cooperatively with others as a team member</p> <p>C:C2.4 Apply academic and employment readiness skills in work based learning situations such as internships, shadowing and/or mentoring experiences</p> <p><b>Mindset Standards:</b></p> <p>M1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being</p> <p>M2. Self-confidence in ability to succeed</p> <p>M3. Sense of belonging in the school environment</p> <p>M4. Understanding that postsecondary education and life-long learning are necessary for long-term career success</p> <p>M5. Belief in using abilities to their fullest to achieve high-quality results and outcomes</p> <p>M6. Positive attitude toward work and learning</p>	<p><b><u>ASSESSMENTS/ OTHER EVIDENCE:</u></b></p> <ul style="list-style-type: none"> <li>● Classroom Lessons on Executive Functioning/Social Emotional Learning</li> <li>● Learning Style Development</li> <li>● Social Studies - Exploration of Economics</li> <li>● Executive Functioning Support - Whole Class/Group/Individual</li> <li>● Transition planning</li> <li>● Interpersonal Skill Development - Classroom/Group/Individual</li> <li>● High School Student Tutors</li> <li>● Virtual Career Day</li> </ul>

**Behavior Standards:**

**Learning Strategies:**

- B-LS1. Demonstrate critical-thinking skills to make informed decisions
- B-LS3. Use time-management, organizational and study skills
- B-LS4. Apply self-motivation and self-direction to learning
- B-LS5. Apply media and technology skills
- B-LS6. Set high standards of quality
- B-LS7. Identify long- and short-term academic, career and social/ emotional goals
- B-LS8. Actively engage in challenging coursework
- B-LS9. Gather evidence and consider multiple perspectives to make informed decisions

**Self-Management Skills:**

- B-SMS1. Demonstrate ability to assume responsibility
- B-SMS2. Demonstrate self-discipline and self-control
- B-SMS3. Demonstrate ability to work independently
- B-SMS4. Demonstrate ability to delay immediate gratification for long-term rewards
- B-SMS5. Demonstrate perseverance to achieve long- and short-term goals
- B-SMS6. Demonstrate ability to overcome barriers to learning
- B-SMS7. Demonstrate effective coping skills when faced with a problem
- B-SMS8. Demonstrate the ability to balance school, home and community activities
- B-SMS10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities

**Social Skills:**

- B-SS2. Create positive and supportive relationships with other students
- B-SS3. Create relationships with adults that support success
- B-SS5. Demonstrate ethical decision-making and social responsibility
- B-SS6. Use effective collaboration and cooperation skills
- B-SS7. Use leadership and teamwork skills to work effectively in diverse teams
- B-SS8. Demonstrate advocacy skills and ability to assert self, when necessary
- B-SS9. Demonstrate social maturity and behaviors appropriate to the situation and environment

Title of Curriculum: Grades 5-6 - Personal/Social Development\*

Unit Name	Why	How	What
Personal/Social Development	<ul style="list-style-type: none"> <li>● Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.</li> </ul>	<ul style="list-style-type: none"> <li>● Developing a positive attitude toward self</li> <li>● Identifying their values, attitudes and beliefs</li> <li>● Identifying and expressing feelings</li> <li>● Recognizing appropriate and inappropriate behavior</li> <li>● Respecting others' points of view</li> <li>● Accepting and respecting individual differences, ethnic and cultural diversity and family configurations</li> </ul>	<ul style="list-style-type: none"> <li>● Ready Set Go</li> <li>● Go Binders</li> <li>● Morning Meeting</li> <li>● Grit and bullying issues</li> <li>● Individual/Group Counseling</li> <li>● Classroom Lessons on Executive Functioning/Social Emotional Learning</li> <li>● Spirit Days</li> <li>● Interpersonal Skill Development - Classroom/Group/Individual</li> <li>● Great Kindness Challenge</li> <li>● Character Day (Unplugging Social Media Challenge)</li> <li>● Kindness Across Windham</li> <li>● Safety - Lockdown/Fire Drills</li> <li>● Health Class</li> <li>● Vaping Assembly</li> <li>● Red Ribbon Week/Substance misuse education</li> <li>● Global Greetings</li> <li>● Social Thinking Curriculum</li> <li>● Go Zen! / Choose Love Curriculum</li> <li>● Social Skills</li> <li>● 100 Days of Gratitude project</li> </ul>

	<ul style="list-style-type: none"> <li>● Students will make decisions, set goals and take necessary action to achieve goals.</li> </ul>	<ul style="list-style-type: none"> <li>● Understanding the consequences of decisions and choices</li> <li>● Developing effective coping skills and alternative solutions for problems</li> <li>● Knowing who, what, where and when to seek for problem assistance and how to apply conflict resolution skills</li> <li>● Set and plan for developing long and short term goals</li> <li>● Use persistence and perseverance in acquiring skills, knowledge and achieving goals</li> </ul>	<ul style="list-style-type: none"> <li>● Classroom Lessons on Executive Functioning/Social Emotional Learning</li> <li>● Student Council</li> <li>● Dental Health</li> <li>● Global Greetings</li> <li>● Transition planning</li> <li>● Interpersonal Skill Development - Classroom/Group/Individual</li> <li>● Executive Functioning Support - Whole Class/Group/Individual</li> <li>● High School Tutors</li> <li>● Safety - Lockdown/Fire Drills</li> <li>● Health Class</li> <li>● Vaping Assembly</li> <li>● Red Ribbon Week/Substance misuse education</li> <li>● Individual/Group Counseling</li> </ul>
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	<ul style="list-style-type: none"> <li>● Students will understand safety and survival skills.</li> </ul>	<ul style="list-style-type: none"> <li>● Understanding the relationship between rules, laws, safety and rights of the individual</li> <li>● Demonstrating effective problem-solving and decision-making skills to make safe and healthy choices</li> <li>● Learning techniques for managing stress and conflict</li> <li>● Coping with peer pressure</li> </ul>	<ul style="list-style-type: none"> <li>● Classroom Lessons on Executive Functioning/Social Emotional Learning</li> <li>● Bully Prevention/Intervention</li> <li>● Health Class</li> <li>● Physical Education Class</li> <li>● Digital Literacy (cyberbullying, internet safety)</li> <li>● Diversity and Tolerance Assembly</li> <li>● Global Greetings</li> <li>● Safety (Fire/Lockdown) Drills</li> <li>● Intramural sports</li> <li>● Red Ribbon Week/Substance misuse education</li> <li>● Vaping Presentation</li> <li>● Puberty Discussion</li> <li>● Character Day (Unplugging social media challenge)</li> <li>● Interpersonal Skill Development - Classroom/Group/Individual</li> <li>● Individual/Group Counseling</li> </ul>
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\*Standards are introduced, but may not be mastered at each grade level

# Windham School District Curriculum

## Content Topic: Personal/Social Development - Grades 5-6

### Stage 1 Desired Results

<b>Content Standards:</b> P/S:A1 P/S:A2  <b>Mindset Standards:</b> M1 through M6  <b>Behavior Standards:</b> B-LS1 B-LS2 B-LS7 B-LS9 B-LS10 B-SMS1 B-SMS2 B-SMS4 through B-SMS10 B-SS1 through B-SS9	<i>Transfer</i>	
	Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.	
	<i>Meaning</i>	
	ENDURING UNDERSTANDINGS <i>Students will understand that ...</i>  They are provided the foundation for personal and social growth as they progress through school and into adulthood. Personal/social development contributes to academic and career success by helping students understand and respect themselves and others, acquire effective interpersonal skills, understand safety and survival skills and develop into contributing members of society.	ESSENTIAL QUESTIONS  How will the Windham School District counseling program provide the foundation for personal, social, and emotional growth as students progress through school and into adulthood?
<i>Acquisition</i>		
Students will know ... <ul style="list-style-type: none"> <li>• How to acquire self-knowledge</li> <li>• How to acquire interpersonal skills</li> </ul>	Students will be skilled at ... <ul style="list-style-type: none"> <li>• Developing a positive attitude toward self</li> <li>• Identifying their values, attitudes and beliefs</li> <li>• Identifying and expressing feelings</li> <li>• Recognizing appropriate and inappropriate behavior</li> <li>• Respecting others' points of view</li> <li>• Accepting and respecting individual differences, ethnic and cultural diversity and family configurations.</li> </ul>	

## Stage 2 - Evidence

<i>Full Standard</i>	<i>Assessment Evidence</i>
<p><b>PS:A1 Acquire Self-knowledge</b></p> <p>PS:A1.1 Develop positive attitudes toward self as a unique and worthy person</p> <p>PS:A1.2 Identify values, attitudes and beliefs</p> <p>PS:A1.3 Learn the goal-setting process</p> <p>PS:A1.4 Understand change is a part of growth</p> <p>PS:A1.5 Identify and express feelings</p> <p>PS:A1.6 Distinguish between appropriate and inappropriate behavior</p> <p>PS:A1.7 Recognize personal boundaries, rights and privacy needs</p> <p>PS:A1.8 Understand the need for self-control and how to practice it</p> <p>PS:A1.9 Demonstrate cooperative behavior in groups</p> <p>PS:A1.10 Identify personal strengths and assets</p> <p>PS:A1.11 Identify and discuss changing personal and social roles</p> <p>PS:A1.12 Identify and recognize changing family roles</p> <p><b>PS:A2 Acquire Interpersonal Skills</b></p> <p>PS:A2.1 Recognize that everyone has rights and responsibilities</p> <p>PS:A2.2 Respect alternative points of view</p> <p>PS:A2.3 Recognize, accept, respect and appreciate individual differences</p> <p>PS:A2.4 Recognize, accept and appreciate ethnic and cultural diversity</p> <p>PS:A2.5 Recognize and respect differences in various family configurations</p> <p>PS:A2.6 Use effective communications skills</p> <p>PS:A2.7 Know that communication involves speaking, listening and nonverbal behavior</p> <p>PS:A2.8 Learn how to make and keep friends</p> <p><b>Mindset Standards:</b></p> <p>M1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being</p> <p>M2. Self-confidence in ability to succeed</p> <p>M3. Sense of belonging in the school environment</p> <p>M4. Understanding that postsecondary education and life-long learning are necessary for long-term career success</p> <p>M5. Belief in using abilities to their fullest to achieve high-quality results and outcomes</p> <p>M6. Positive attitude toward work and learning</p>	<p><b><u>ASSESSMENTS/ OTHER EVIDENCE:</u></b></p> <ul style="list-style-type: none"> <li>● Ready Set Go</li> <li>● Go Binders</li> <li>● Morning Meeting</li> <li>● Grit and bullying issues</li> <li>● Individual/Group Counseling</li> <li>● Classroom Lessons on Executive Functioning/Social Emotional Learning</li> <li>● Spirit Days</li> <li>● Interpersonal Skill Development - Classroom/Group/Individual</li> <li>● Great Kindness Challenge</li> <li>● Character Day (Unplugging Social Media Challenge)</li> <li>● Kindness Across Windham</li> <li>● Safety - Lockdown/Fire Drills</li> <li>● Health Class</li> <li>● Vaping Assembly</li> <li>● Red Ribbon Week/Substance misuse education</li> <li>● Global Greetings</li> <li>● Social Thinking Curriculum</li> <li>● Go Zen! / Choose Love Curriculum</li> <li>● Social Skills</li> <li>● 100 Days of Gratitude project</li> </ul>

**Behavior Standards:**

**Learning Strategies:**

- B-LS1. Demonstrate critical-thinking skills to make informed decisions
- B-LS2. Demonstrate creativity
- B-LS7. Identify long- and short-term academic, career and social/ emotional goals
- B-LS9. Gather evidence and consider multiple perspectives to make informed decisions
- B-LS10. Participate in enrichment and extracurricular activities

**Self-Management Skills:**

- B-SMS1. Demonstrate ability to assume responsibility
- B-SMS2. Demonstrate self-discipline and self-control
- B-SMS4. Demonstrate ability to delay immediate gratification for long-term rewards
- B-SMS5. Demonstrate perseverance to achieve long- and short-term goals
- B-SMS6. Demonstrate ability to overcome barriers to learning
- B-SMS7. Demonstrate effective coping skills when faced with a problem
- B-SMS8. Demonstrate the ability to balance school, home and community activities
- B-SMS9. Demonstrate personal safety skills
- B-SMS10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities

**Social Skills:**

- B-SS1. Use effective oral and written communication skills and listening skills
- B-SS2. Create positive and supportive relationships with other students
- B-SS3. Create relationships with adults that support success
- B-SS4. Demonstrate empathy
- B-SS5. Demonstrate ethical decision-making and social responsibility
- B-SS6. Use effective collaboration and cooperation skills
- B-SS7. Use leadership and teamwork skills to work effectively in diverse teams
- B-SS8. Demonstrate advocacy skills and ability to assert self, when necessary
- B-SS9. Demonstrate social maturity and behaviors appropriate to the situation and environment

# Windham School District Curriculum

## Content Topic: Personal/Social Development - Grades 5-6

### Stage 1 Desired Results

<b>Content Standards:</b> P/S:B1  <b>Mindset Standards:</b> M1 M2 M4 M5 M6  <b>Behavior Standards:</b> B-LS1 B-LS4 B-LS6 B-LS7 B-LS9 B-SMS1 B-SMS2 B-SMS4 through B-SMS10 B-SS1 through B-SS9	<i>Transfer</i>	
	Students will make decisions, set goals and take necessary action to achieve goals.	
	<i>Meaning</i>	
	ENDURING UNDERSTANDINGS <i>Students will understand that ...</i>  They are provided the foundation for personal and social growth as they progress through school and into adulthood. Personal/social development contributes to academic and career success by helping students understand and respect themselves and others, acquire effective interpersonal skills, understand safety and survival skills and develop into contributing members of society.	ESSENTIAL QUESTIONS  How will the Windham School District counseling program provide the foundation for personal, social, and emotional growth as students progress through school and into adulthood?
<i>Acquisition</i>		
Students will know ... <ul style="list-style-type: none"> <li>• How to apply self-knowledge</li> </ul>	Students will be skilled at ... <ul style="list-style-type: none"> <li>• Understanding the consequences of decisions and choices</li> <li>• Developing effective coping skills and alternative solutions for problems</li> <li>• Knowing who, what, where and when to seek for problem assistance and how to apply conflict resolution skills</li> <li>• Set and plan for developing long and short term goals</li> <li>• Use persistence and perseverance in acquiring skills, knowledge and achieving goals</li> </ul>	

## Stage 2 - Evidence

<i>Full Standard</i>	<i>Assessment Evidence</i>
<p><b>PS:B1 Self-knowledge Application</b></p> <p>PS:B1.1 Use a decision-making and problem-solving model</p> <p>PS:B1.2 Understand consequences of decisions and choices</p> <p>PS:B1.3 Identify alternative solutions to a problem</p> <p>PS:B1.4 Develop effective coping skills for dealing with problems</p> <p>PS:B1.5 Demonstrate when, where and how to seek help for solving problems and making decisions</p> <p>PS:B1.6 Know how to apply conflict resolution skills</p> <p>PS:B1.7 Demonstrate a respect and appreciation for individual and cultural differences</p> <p>PS:B1.8 Know when peer pressure is influencing a decision</p> <p>PS:B1.9 Identify long- and short-term goals</p> <p>PS:B1.10 Identify alternative ways of achieving goals</p> <p>PS:B1.11 Use persistence and perseverance in acquiring knowledge and skills</p> <p>PS:B1.12 Develop an action plan to set and achieve realistic goals</p> <p><b>Mindset Behaviors:</b></p> <p>M1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being</p> <p>M2. Self-confidence in ability to succeed</p> <p>M4. Understanding that postsecondary education and life-long learning are necessary for long-term career success</p> <p>M5. Belief in using abilities to their fullest to achieve high-quality results and outcomes</p> <p>M6. Positive attitude toward work and learning</p> <p><b>Behavior Standards:</b></p> <p><b>Learning Strategies:</b></p> <p>B-LS1. Demonstrate critical-thinking skills to make informed decisions</p> <p>B-LS4. Apply self-motivation and self-direction to learning</p> <p>B-LS6. Set high standards of quality</p> <p>B-LS7. Identify long- and short-term academic, career and social/ emotional goals</p> <p>B-LS9. Gather evidence and consider multiple perspectives to make informed decisions</p>	<p><b><u>ASSESSMENTS/ OTHER EVIDENCE:</u></b></p> <ul style="list-style-type: none"> <li>● Classroom Lessons on Executive Functioning/Social Emotional Learning</li> <li>● Student Council</li> <li>● Dental Health</li> <li>● Global Greetings</li> <li>● Transition planning</li> <li>● Interpersonal Skill Development - Classroom/Group/Individual</li> <li>● Executive Functioning Support - Whole Class/Group/Individual</li> <li>● High School Tutors</li> <li>● Safety - Lockdown/Fire Drills</li> <li>● Health Class</li> <li>● Vaping Assembly</li> <li>● Red Ribbon Week/Substance misuse education</li> <li>● Individual/Group Counseling</li> </ul>

**Self-Management Skills:**

- B-SMS1. Demonstrate ability to assume responsibility
- B-SMS2. Demonstrate self-discipline and self-control
- B-SMS4. Demonstrate ability to delay immediate gratification for long-term rewards
- B-SMS5. Demonstrate perseverance to achieve long- and short-term goals
- B-SMS6. Demonstrate ability to overcome barriers to learning
- B-SMS7. Demonstrate effective coping skills when faced with a problem
- B-SMS8. Demonstrate the ability to balance school, home and community activities
- B-SMS9. Demonstrate personal safety skills
- B-SMS10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities

**Social Skills:**

- B-SS1. Use effective oral and written communication skills and listening skills
- B-SS2. Create positive and supportive relationships with other students
- B-SS3. Create relationships with adults that support success
- B-SS4. Demonstrate empathy
- B-SS5. Demonstrate ethical decision-making and social responsibility
- B-SS6. Use effective collaboration and cooperation skills
- B-SS7. Use leadership and teamwork skills to work effectively in diverse teams
- B-SS8. Demonstrate advocacy skills and ability to assert self, when necessary
- B-SS9. Demonstrate social maturity and behaviors appropriate to the situation and environment

# Windham School District Curriculum

## Content Topic: Personal/Social Development - Grades 5-6

### Stage 1 Desired Results

<b>Content Standards:</b> P/S:C1	<i>Transfer</i>	
	Students will understand safety and survival skills.	
<b>Mindset Standards:</b> M1 M2 M3 M5	<i>Meaning</i>	
	<b>ENDURING UNDERSTANDINGS</b> <i>Students will understand that ...</i>  They are provided the foundation for personal and social growth as they progress through school and into adulthood.  Personal/social development contributes to academic and career success by helping students understand and respect themselves and others, acquire effective interpersonal skills, understand safety and survival skills and develop into contributing members of society.	<b>ESSENTIAL QUESTIONS</b>  How will the Windham School District counseling program provide the foundation for personal, social, and emotional growth as students progress through school and into adulthood?
<b>Behavior Standards:</b> B-LS1 B-LS5 B-LS6 B-LS7 B-LS9 B-LS10 B-SMS1 B-SMS2 B-SMS4 B-SMS7 through B-SMS10 B-SS1 through B-SS9		

<b>Acquisition</b>	
<p>Students will know ...</p> <ul style="list-style-type: none"> <li>• How to acquire personal safety skills</li> </ul>	<p>Students will be skilled at ...</p> <ul style="list-style-type: none"> <li>• Understanding the relationship between rules, laws, safety and rights of the individual</li> <li>• Demonstrating effective problem-solving and decision-making skills to make safe and healthy choices</li> <li>• Learning techniques for managing stress and conflict</li> <li>• Coping with peer pressure</li> </ul>

**Stage 2 - Evidence**

<b>Full Standard</b>	<b>Assessment Evidence</b>
<p><b>PS:C1 Acquire Personal Safety Skills</b></p> <p>PS:C1.1 Demonstrate knowledge of personal information (i.e., telephone number, home address, emergency contact)</p> <p>PS:C1.2 Learn about the relationship between rules, laws, safety and the protection of rights of the individual</p> <p>PS:C1.3 Learn about the differences between appropriate and inappropriate physical contact</p> <p>PS:C1.4 Demonstrate the ability to set boundaries, rights and personal privacy</p> <p>PS:C1.5 Differentiate between situations requiring peer support and situations requiring adult professional help</p> <p>PS:C1.6 Identify resource people in the school and community, and know how to seek their help</p> <p>PS:C1.7 Apply effective problem-solving and decision-making skills to make safe and healthy choices</p> <p>PS:C1.8 Learn about the emotional and physical dangers of substance use and abuse</p> <p>PS:C1.9 Learn how to cope with peer pressure</p> <p>PS:C1.10 Learn techniques for managing stress and conflict</p> <p>PS:C1.11 Learn coping skills for managing life events</p>	<p><b><u>ASSESSMENTS/ OTHER EVIDENCE:</u></b></p> <ul style="list-style-type: none"> <li>• Classroom Lessons on Executive Functioning/Social Emotional Learning</li> <li>• Bully Prevention/Intervention</li> <li>• Health Class</li> <li>• Physical Education Class</li> <li>• Digital Literacy (cyberbullying, internet safety)</li> <li>• Diversity and Tolerance Assembly</li> <li>• Global Greetings</li> <li>• Safety (Fire/Lockdown) Drills</li> <li>• Intramural sports</li> <li>• Red Ribbon Week/Substance misuse education</li> <li>• Vaping Presentation</li> <li>• Puberty Discussion</li> <li>• Character Day (Unplugging social media challenge)</li> <li>• Interpersonal Skill Development - Classroom/Group/Individual</li> <li>• Individual/Group Counseling</li> </ul>

**Mindset Standards:**

- M1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being
- M2. Self-confidence in ability to succeed
- M3. Sense of belonging in the school environment
- M5. Belief in using abilities to their fullest to achieve high-quality results and outcomes

**Behaviors Standards:****Learning Strategies:**

- B-LS1. Demonstrate critical-thinking skills to make informed decisions
- B-LS5. Apply media and technology skills
- B-LS6. Set high standards of quality
- B-LS7. Identify long- and short-term academic, career and social/ emotional goals
- B-LS9. Gather evidence and consider multiple perspectives to make informed decisions
- B-LS10. Participate in enrichment and extracurricular activities

**Self-Management Skills:**

- B-SMS1. Demonstrate ability to assume responsibility
- B-SMS2. Demonstrate self-discipline and self-control
- B-SMS4. Demonstrate ability to delay immediate gratification for long-term rewards
- B-SMS7. Demonstrate effective coping skills when faced with a problem
- B-SMS8. Demonstrate the ability to balance school, home and community activities
- B-SMS9. Demonstrate personal safety skills
- B-SMS10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities

**Social Skills:**

- B-SS1. Use effective oral and written communication skills and listening skills
- B-SS2. Create positive and supportive relationships with other students
- B-SS3. Create relationships with adults that support success
- B-SS4. Demonstrate empathy
- B-SS5. Demonstrate ethical decision-making and social responsibility
- B-SS6. Use effective collaboration and cooperation skills
- B-SS7. Use leadership and teamwork skills to work effectively in diverse teams
- B-SS8. Demonstrate advocacy skills and ability to assert self, when necessary
- B-SS9. Demonstrate social maturity and behaviors appropriate to the situation and environment

Title of Curriculum: Grades 7-8 - Academic Development\*

Unit Name	Why	How	What
Academic Development	<ul style="list-style-type: none"> <li>Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.</li> </ul>	<ul style="list-style-type: none"> <li>Acquiring the attitude, knowledge, and skills that will contribute to effective learning in school and across their lifespan.</li> <li>Completing school with the academic preparation that is essential in order to choose from a wide range of post-secondary options, including college.</li> </ul>	<ul style="list-style-type: none"> <li>Honor Roll</li> <li>Display Student Work</li> <li>Identify Multiple Intelligences</li> <li>Academic Recognition</li> <li>Wonderful Wildcat Award</li> <li>HW Club/Academic Saturdays</li> <li>Before and After School Help</li> <li>Classroom group work</li> <li>Chromebooks</li> <li>Unified Classroom</li> <li>Academic Counseling</li> <li>Individual Counseling</li> <li>Executive Functioning Class</li> <li>PAWS (remediation and enrichment)</li> <li>Response to Instruction ( Rtl)</li> <li>Executive Functioning Support- Individual</li> <li>Agendas</li> <li>Classroom lessons- Executive Functioning/Social Emotional Learning</li> <li>Digital Literacy</li> <li>Family and Consumer Science</li> <li>Life Safety Drills</li> <li>Health Class</li> <li>Life Skills</li> <li>Social Groups</li> <li>Assemblies</li> <li>Tech Ed</li> <li>Advisory</li> <li>STAR testing (district wide)</li> <li>SAS Science</li> <li>NAEP</li> <li>Universal screeners</li> </ul>

	<ul style="list-style-type: none"> <li>● Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college</li> </ul>	<ul style="list-style-type: none"> <li>● Acquiring the attitude, knowledge, and skills that will contribute to effective learning in school and across their lifespan.</li> <li>● Completing school with the academic preparation that is essential in order to choose from a wide range of post-secondary options, including college.</li> </ul>	<ul style="list-style-type: none"> <li>● NWEA</li> <li>● AIMSweb</li> <li>● Report Cards</li> <li>● Progress Reports</li> <li>● Current Statewide Assessments</li> <li>● Skills Navigator</li> <li>● Specialized Instruction</li> <li>● Rtl</li> <li>● Data Team</li> <li>● Executive Functioning Class</li> <li>● Health/PE class</li> <li>● District College Day</li> <li>● High School transitions (POS) days</li> <li>● Step Up Days</li> <li>● STAR Assessment</li> <li>● Digital Literacy</li> <li>● Family and Consumer Science</li> <li>● Tech Ed</li> <li>● Digital skills/interest inventory</li> <li>● MTSS-B</li> </ul>
	<ul style="list-style-type: none"> <li>● Students will understand the relationship of academics to the work of work and to life at home and in the community</li> </ul>	<ul style="list-style-type: none"> <li>● Acquiring the attitude, knowledge, and skills that will contribute to effective learning in school and across their lifespan.</li> <li>● Completing school with the academic preparation that is essential in order to choose from a wide range of post-secondary options, including college.</li> </ul>	<ul style="list-style-type: none"> <li>● Athletics</li> <li>● Extra-curricular</li> <li>● Mentoring</li> <li>● M2M</li> <li>● Life Skills</li> <li>● High School Student Tutors</li> <li>● Bridges</li> <li>● Assemblies</li> <li>● Nature’s Classroom</li> <li>● Extra-curricular</li> <li>● Student Council</li> <li>● Robotics</li> <li>● Game Club</li> <li>● Ski Club</li> <li>● Club sports</li> </ul>

			<ul style="list-style-type: none"><li>● Digital Literacy</li><li>● Family and Consumer Science</li><li>● Tech Ed</li><li>● Executive Functioning Support</li></ul>
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\*Standards are introduced, but may not be mastered at each grade level

# Windham School District Curriculum

## Content Topic: Academic Development - Grades 7-8

### Stage 1 Desired Results

<p><b>Content Standards:</b> A:A1 A:A2</p> <p><b>Mindset Standards:</b> M 1 M 2 M 6</p> <p><b>Behavior Standards:</b> B-LS 1 through B-LS 10 B-SMS 1 through B-SMS 8 B-SMS 10 B-SS 1 B-SS 2 B-SS 3 B-SS 6</p>	<i>Transfer</i>	
	Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS <i>Students will understand that ...</i></p> <p>They need to acquire skills, attitudes and knowledge that contribute to effective learning in school; employing strategies to achieve success in school; and understanding the relationship of academics to the world of work, and to life at home and in the community.</p> <p>Academic goals support the premise that all students should meet or exceed the local, state and national goals.</p>	<p>ESSENTIAL QUESTIONS</p> <p>How will the Windham School Counseling Program provide tools and strategies to maximize individual students ability to learn?</p>

<b>Acquisition</b>	
<p>Students will know ...</p> <ul style="list-style-type: none"> <li>● How to improve Academic Self-concept</li> <li>● How to acquire skills to improve learning</li> <li>● How to achieve school success</li> <li>● How to improve their learning</li> <li>● How to Plan and achieve goals</li> <li>● How to relate school to life experiences</li> </ul>	<p>Students will be skilled at ...</p> <ul style="list-style-type: none"> <li>● Acquiring the attitude, knowledge, and skills that will contribute to effective learning in school and across their lifespan.</li> <li>● Completing school with the academic preparation that is essential in order to choose from a wide range of post-secondary options, including college.</li> </ul>

**Stage 2 - Evidence**

<b>Full Standard</b>	<b>Assessment Evidence</b>
<p><b>A:A1 Improve Academic Self-concept</b></p> <p>A:A1.1 Articulate feelings of competence and confidence as learners</p> <p>A:A1.2 Display a positive interest in learning</p> <p>A:A1.3 Take pride in work and achievement</p> <p>A:A1.4 Accept mistakes as essential to the learning process</p> <p>A:A1.5 Identify attitudes and behaviors that lead to successful learning</p> <p><b>A:A2 Acquire Skills for Improving Learning</b></p> <p>A:A2.1 Apply time-management and task-management skills</p> <p>A:A2.2 Demonstrate how effort and persistence positively affect learning</p> <p>A:A2.3 Use communications skills to know when and how to ask for help when needed</p> <p>A:A2.4 Apply knowledge and learning styles to positively influence school Performance</p> <p><b>Mindset Standard:</b></p> <p>M1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being</p> <p>M2. Self-confidence in ability to succeed</p> <p>M6. Positive attitude toward work and learning</p>	<p><b><u>ASSESSMENTS/ OTHER EVIDENCE:</u></b></p> <ul style="list-style-type: none"> <li>● Honor Roll</li> <li>● Display Student Work</li> <li>● Identify Multiple Intelligences</li> <li>● Academic Recognition</li> <li>● Wonderful Wildcat Award</li> <li>● HW Club/Academic Saturdays</li> <li>● Before and After School Help</li> <li>● Classroom group work</li> <li>● Chromebooks</li> <li>● Unified Classroom</li> <li>● Academic Counseling</li> <li>● Individual Counseling</li> <li>● Executive Functioning Class</li> <li>● PAWS (remediation and enrichment)</li> <li>● Response to Instruction ( RtI)</li> <li>● Executive Functioning Support-Individual</li> <li>● Agendas</li> </ul>

**Behavior Standard:**

**Learning Strategies:**

- B-LS1. Demonstrate critical-thinking skills to make informed decisions.
- B-LS2. Demonstrate creativity
- B-LS3. Use time-management organizational and study skills.
- B-LS4. Apply self-motivation and self-direction to learning.
- B-LS5. Apply media and technology skills.
- B-LS6. Set high standards of quality.
- B-LS7. Identify long and short-term academic, career, and social/emotional goals.
- B-LS8. Actively engage in challenging coursework.
- B-LS9. Gather evidence and consider multiple perspectives to make informed decisions.
- B-LS10. Participate in enrichment and extracurricular activities.

**Self-Management Skills:**

- B-SMS1. Demonstrate ability to assume responsibility
- B-SMS2. Demonstrate self-discipline and self-control
- B-SMS3. Demonstrate ability to work independently
- B-SMS4. Demonstrate ability to delay immediate gratification for long term rewards
- B-SMS5. Demonstrate perseverance to achieve long- and short-term goals
- B-SMS6. Demonstrate ability to overcome barriers to learning
- B-SMS7. Demonstrate effective coping skills when faced with a problem
- B-SMS8. Demonstrate the ability to balance school, home and community activities
- B-SMS10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities

**Social Skills:**

- B-SS1. Use effective oral and written communication skills and listening skills
- B-SS2. Create positive and supportive relationships with other students
- B-SS3. Create relationships with adults that support success
- B-SS6. Use effective collaboration and cooperation skills

- Classroom lessons- Executive Functioning/Social Emotional Learning
- Digital Literacy
- Family and Consumer Science
- Life Safety Drills
- Health Class
- Life Skills
- Social Groups
- Assemblies
- Tech Ed
- Advisory
- STAR testing (district wide)
- SAS Science
- NAEP
- Universal screeners

# Windham School District Curriculum

## Content Topic: Academic Development - Grades 7-8

### Stage 1 Desired Results

<b>Content Standards:</b> A:B1 A:B2	<i>Transfer</i>	
	Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college	
<b>Mindset Standards:</b> M1 M2 M4 M5 M6	<i>Meaning</i>	
	<b>Behavior Standards:</b> B-LS 1 through B-LS 10 B-SMS 1 through B-SMS 8 B-SMS 10 B-SS 1 B-SS 3 B-SS 5 B-SS 6 B-SS 8 B-SS 9	<b>ENDURING UNDERSTANDINGS</b> <i>Students will understand that ...</i>  They need to acquire skills, attitudes and knowledge that contribute to effective learning in school; employing strategies to achieve success in school; and understanding the relationship of academics to the world of work, and to life at home and in the community.  Academic goals support the premise that all students should meet or exceed the local, state and national goals.

<b>Acquisition</b>	
<p>Students will know ...</p> <ul style="list-style-type: none"> <li>● How to improve Academic Self-concept</li> <li>● How to acquire skills to improve learning</li> <li>● How to achieve school success</li> <li>● How to improve their learning</li> <li>● How to Plan and achieve goals</li> <li>● How to relate school to life experiences</li> </ul>	<p><i>Students will be skilled at ...</i></p> <ul style="list-style-type: none"> <li>● Acquiring the attitude, knowledge, and skills that will contribute to effective learning in school and across their lifespan.</li> <li>● Completing school with the academic preparation that is essential in order to choose from a wide range of post-secondary options, including college.</li> </ul>

**Stage 2 - Evidence**

<b>Full Standard</b>	<b>Assessment Evidence</b>
<p><b>A:B1 Improve Learning</b></p> <p>A:B1.1 Demonstrate the motivation to achieve individual potential</p> <p>A:B1.2 Learn and apply critical-thinking skills</p> <p>A:B1.3 Apply the study skills necessary for academic success at each level</p> <p>A:B1.4 Seek information and support from faculty, staff, family and peers</p> <p>A:B1.5 Organize and apply academic information from a variety of sources</p> <p>A:B1.6 Use knowledge of learning styles to positively influence school performance</p> <p>A:B1.7 Become a self-directed and independent learner</p> <p><b>A:B2 Plan to Achieve Goals</b></p> <p>A:B2.1 Establish challenging academic goals in elementary, middle and high school</p> <p>A:B2.2 Use assessment results in educational planning</p> <p>A:B2.3 Develop and implement annual plan of study to maximize academic ability and achievement</p> <p>A:B2.4 Apply knowledge of aptitudes and interests to goal setting</p> <p>A:B2.5 Use problem-solving and decision-making skills to assess progress toward educational goals</p> <p>A:B2.6 Understand the relationship between classroom performance and success in school</p> <p>A:B2.7 Identify post-secondary options consistent with interests, achievement, aptitude and abilities</p> <p><b>Mindset Standards:</b></p> <p>M1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being</p> <p>M2. Self-confidence in ability to succeed</p>	<p><b><u>ASSESSMENTS/ OTHER EVIDENCE:</u></b></p> <ul style="list-style-type: none"> <li>● NWEA</li> <li>● AIMSweb</li> <li>● Report Cards</li> <li>● Progress Reports</li> <li>● Current Statewide Assessments</li> <li>● Skills Navigator</li> <li>● Specialized Instruction</li> <li>● RtI</li> <li>● Data Team</li> <li>● Executive Functioning Class</li> <li>● Health/PE class</li> <li>● District College Day</li> <li>● High School transitions (POS) days</li> <li>● Step Up Days</li> <li>● STAR Assessment</li> <li>● Digital Literacy</li> <li>● Family and Consumer Science</li> <li>● Tech Ed</li> <li>● Digital skills/interest inventory</li> <li>● MTSS-B</li> </ul>

M4. Understanding that postsecondary education and life-long learning are necessary for long-term career success

M5. Belief in using abilities to their fullest to achieve high-quality results and outcomes

M6. Positive attitude toward work and learning

**Behavior Standards:**

**Learning Strategies:**

B-LS1. Demonstrate critical-thinking skills to make informed decisions.

B-LS2. Demonstrate creativity

B-LS3. Use time-management organizational and study skills.

B-LS4. Apply self-motivation and self-direction to learning.

B-LS5. Apply media and technology skills.

B-LS6. Set high standards of quality.

B-LS7. Identify long and short-term academic, career, and social/emotional goals.

B-LS8. Actively engage in challenging coursework.

B-LS9. Gather evidence and consider multiple perspectives to make informed decisions.

B-LS10. Participate in enrichment and extracurricular activities.

**Self-Management Skills:**

B-SMS1. Demonstrate ability to assume responsibility

B-SMS2. Demonstrate self-discipline and self-control

B-SMS3. Demonstrate ability to work independently

B-SMS4. Demonstrate ability to delay immediate gratification for long term rewards

B-SMS5. Demonstrate perseverance to achieve long- and short-term goals

B-SMS6. Demonstrate ability to overcome barriers to learning

B-SMS7. Demonstrate effective coping skills when faced with a problem

B-SMS8. Demonstrate the ability to balance school, home and community activities

B-SMS10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities

**Social Skills:**

B-SS1. Use effective oral and written communication skills and listening skills

B-SS3. Create relationships with adults that support success

B-SS5. Demonstrate ethical decision making and social responsibility

B-SS6. Use effective collaboration and cooperation skills

B-SS8. Demonstrate advocacy skills and ability to assert self, when necessary

B-SS9. Demonstrate social maturity and behaviors appropriate to the situation and environment

# Windham School District Curriculum

## Content Topic: Academic Development - Grades 7-8

### Stage 1 Desired Results

<p><b>Content Standards:</b> A:C1</p> <p><b>Mindset Standard:</b> M1 through M6</p> <p><b>Behavior Standards:</b> B-LS1 B-LS7 through B-LS10 B-SMS1 through B-SMS5 B-SMS8 B-SMS10 B-SS2 B-SS3 B-SS5 B-SS6 B-SS8 B-SS9</p>	<i>Transfer</i>	
	Students will understand the relationship of academics to the work of work and to life at home and in the community	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS <i>Students will understand that ...</i></p> <p>They need to acquire skills, attitudes and knowledge that contribute to effective learning in school; employing strategies to achieve success in school; and understanding the relationship of academics to the world of work, and to life at home and in the community.</p> <p>Academic goals support the premise that all students should meet or exceed the local, state and national goals.</p>	<p>ESSENTIAL QUESTIONS</p> <p>How will the Windham School Counseling Program provide tools and strategies to maximize individual students ability to learn?</p>
<i>Acquisition</i>		
<p>Students will know ...</p> <ul style="list-style-type: none"> <li>● How to improve Academic Self-concept</li> <li>● How to acquire skills to improve learning</li> <li>● How to achieve school success</li> <li>● How to improve their learning</li> <li>● How to Plan and achieve goals</li> <li>● How to relate school to life experiences</li> </ul>	<p><i>Students will be skilled at ...</i></p> <ul style="list-style-type: none"> <li>● Acquiring the attitude, knowledge, and skills that will contribute to effective learning in school and across their lifespan.</li> <li>● Completing school with the academic preparation that is essential in order to choose from a wide range of post-secondary options, including college.</li> </ul>	

## Stage 2 - Evidence

<i>Full Standard</i>	<i>Assessment Evidence</i>
<p><b>A:C1 Relate School to Life Experiences</b></p> <p>A:C1.1 Demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family life</p> <p>A:C1.2 Seek co-curricular and community experiences to enhance the school experience</p> <p>A:C1.3 Understand the relationship between learning and work</p> <p>A:C1.4 Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining and maintaining life goals</p> <p>A:C1.5 Understand that school success is the preparation to make the transition from student to community member</p> <p>A:C1.6 Understand how school success and academic achievement enhance future career and vocational opportunities</p> <p><b>Mindset Standards</b></p> <p>M1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being</p> <p>M2. Self-confidence in ability to succeed</p> <p>M3. Sense of belonging in the school environment</p> <p>M4. Understanding that postsecondary education and life-long learning are necessary for long-term career success</p> <p>M5. Belief in using abilities to their fullest to achieve high-quality results and outcomes</p> <p>M6. Positive attitude toward work and learning</p> <p><b>Behavior Standards:</b></p> <p><b>Learning Strategies:</b></p> <p>B-LS1. Demonstrate critical-thinking skills to make informed decisions</p> <p>B-LS7. Identify long- and short-term academic, career and social/ emotional goals</p> <p>B-LS8. Actively engage in challenging coursework</p> <p>B-LS9. Gather evidence and consider multiple perspectives to make informed decisions</p> <p>B-LS10. Participate in enrichment and extracurricular activities</p> <p><b>Self-Management Skills:</b></p> <p>B-SMS1. Demonstrate ability to assume responsibility</p> <p>B-SMS2. Demonstrate self-discipline and self-control</p> <p>B-SMS3. Demonstrate ability to work independently</p> <p>B-SMS4. Demonstrate ability to delay immediate gratification for long term rewards</p>	<p><b><u>ASSESSMENTS/ OTHER EVIDENCE:</u></b></p> <ul style="list-style-type: none"> <li>● Athletics</li> <li>● Extra-curricular</li> <li>● Mentoring</li> <li>● M2M</li> <li>● Life Skills</li> <li>● High School Student Tutors</li> <li>● Bridges</li> <li>● Assemblies</li> <li>● Nature’s Classroom</li> <li>● Extra-curricular</li> <li>● Student Council</li> <li>● Robotics</li> <li>● Game Club</li> <li>● Ski Club</li> <li>● Club sports</li> <li>● Digital Literacy</li> <li>● Family and Consumer Science</li> <li>● Tech Ed</li> <li>● Executive Functioning Support</li> <li>● Individual and Group Counseling</li> </ul>

<p>B-SMS5. Demonstrate perseverance to achieve long- and short-term goals</p> <p>B-SMS8. Demonstrate the ability to balance school, home and community activities</p> <p>B-SMS10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities</p> <p><b>Social Skills:</b></p> <p>B-SS2. Create positive and supportive relationships with other students</p> <p>B-SS3. Create relationships with adults that support success</p> <p>B-SS5. Demonstrate ethical decision making and social responsibility</p> <p>B-SS6. Use effective collaboration and cooperation skills</p> <p>B-SS8. Demonstrate advocacy skills and ability to assert self, when necessary</p> <p>B-SS9. Demonstrate social maturity and behaviors appropriate to the situation and environment</p>	
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Title of Curriculum: Grades 7-8 - Career Development\*

Unit Name	Why	How	What
Career Development	<ul style="list-style-type: none"> <li>● Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed decisions</li> </ul>	<ul style="list-style-type: none"> <li>● Acquiring the skills needed to investigate the world of work in relation to knowledge of self and to make informed career decisions.</li> <li>● Utilizing strategies that were provided to achieve successful future career goals.</li> <li>● Understanding the relationship between personal qualities, education, training, and the world of work.</li> </ul>	<ul style="list-style-type: none"> <li>● Career Units</li> <li>● Career Inventory</li> <li>● Holland Interests Inventory</li> <li>● Extracurricular programs</li> <li>● Drama Club</li> <li>● Robotics</li> <li>● Destination Imagination</li> <li>● Hour of Code</li> <li>● Life Skills</li> <li>● College Day</li> <li>● Nature’s Classroom</li> <li>● Family and Consumer Science</li> <li>● Digital Literacy</li> <li>● Tech Ed</li> <li>● Digital skills/interest inventory</li> <li>● Individual/Group Counseling</li> <li>● Executive Functioning Support</li> <li>● PAWS</li> </ul>

	<ul style="list-style-type: none"> <li>● Students will employ strategies to achieve future career goals with success and satisfaction.</li> </ul>	<ul style="list-style-type: none"> <li>● Acquiring the skills needed to investigate the world of work in relation to knowledge of self and to make informed career decisions.</li> <li>● Utilizing strategies that were provided to achieve successful future career goals.</li> <li>● Understanding the relationship between personal qualities, education, training, and the world of work.</li> </ul>	<ul style="list-style-type: none"> <li>● Career Units</li> <li>● Health- Career unit</li> <li>● Career Day</li> <li>● Hour of Code</li> <li>● College Day</li> <li>● Family and Consumer Science</li> <li>● Tech Ed</li> <li>● Digital Literacy</li> <li>● Digital skill/interest inventories</li> <li>● Individual Counseling</li> <li>● Program of studies presentation</li> </ul>
	<ul style="list-style-type: none"> <li>● Students will understand the relationship between personal qualities, education, training and the world of work</li> </ul>	<ul style="list-style-type: none"> <li>● Acquiring the skills needed to investigate the world of work in relation to knowledge of self and to make informed career decisions.</li> <li>● Utilizing strategies that were provided to achieve successful future career goals.</li> </ul>	<ul style="list-style-type: none"> <li>● Homeroom periods for self-discovery</li> <li>● M2M</li> <li>● Career Units</li> <li>● Health- Career unit</li> <li>● Classroom guidance</li> <li>● Advisory</li> <li>● PAWS</li> <li>● Individual Counseling</li> <li>● Digital skill/interest inventory</li> <li>● FACS</li> <li>● Digital Literacy</li> <li>● Tech Ed</li> </ul>

\*Standards are introduced, but may not be mastered at each grade level

# Windham School District Curriculum

## Content Topic: Career Development - Grades 7-8

### Stage 1 Desired Results

<b>Content Standards:</b> C:A1 C:A2	<i>Transfer</i>	
	Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed decisions.	
<b>Mindset Standards:</b> M2 M4 M5	<i>Meaning</i>	
	<b>Behavior Standards:</b> B-LS 1. through B-LS 10. B-SMS 1. through B-SMS 10. B-SS 1. through B-SS 9.	<b>ENDURING UNDERSTANDINGS</b> <i>Students will understand that ...</i>  When provided 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.  Career development goals and competencies ensure that students develop career goals as a result of their participation in a comprehensive plan of career awareness, exploration and preparation activities.

<b>Acquisition</b>	
<p>Students will know ...</p> <ul style="list-style-type: none"> <li>● How to develop career awareness</li> <li>● How to develop employment readiness</li> <li>● How to acquire career information</li> <li>● How to identify career goals</li> <li>● How to acquire knowledge to achieve career goals</li> <li>● How to apply skills to achieve career goals</li> </ul>	<p><i>Students will be skilled at ...</i></p> <ul style="list-style-type: none"> <li>● Acquiring the skills needed to investigate the world of work in relation to knowledge of self and to make informed career decisions.</li> <li>● Utilizing strategies that were provided to achieve successful future career goals.</li> <li>● Understanding the relationship between personal qualities, education, training, and the world of work.</li> </ul>

**Stage 2 - Evidence**

<b>Full Standard</b>	<b>Assessment Evidence</b>
<p><b>C:A1 Develop Career Awareness</b></p> <p>C:A1.1 Develop skills to locate, evaluate and interpret career information</p> <p>C:A1.2 Learn about the variety of traditional and nontraditional occupations</p> <p>C:A1.3. Develop an awareness of personal abilities, skills, interests and motivations</p> <p>C:A1.4 Learn how to interact and work cooperatively in teams</p> <p>C:A1.5 Learn to make decisions</p> <p>C:A1.6 Learn how to set goals</p> <p>C:A1.7 Understand the importance of planning</p> <p>C:A1.8 Pursue and develop competency in areas of interest</p> <p>C:A1.9 Develop hobbies and vocational interests</p> <p>C:A1.10 Balance between work and leisure time</p> <p><b>C:A2 Develop Employment Readiness</b></p> <p>C:A2.1 Acquire employability skills such as working on a team, problem-solving and organizational skills</p> <p>C:A2.2 Apply job readiness skills to seek employment opportunities</p> <p>C:A2.3 Demonstrate knowledge about the changing workplace</p> <p>C:A2.4 Learn about the rights and responsibilities of employers and employees</p>	<p><b><u>ASSESSMENTS/ OTHER EVIDENCE:</u></b></p> <ul style="list-style-type: none"> <li>● Career Units</li> <li>● Career Inventory</li> <li>● Holland Interests Inventory</li> <li>● Extracurricular programs</li> <li>● Drama Club</li> <li>● Robotics</li> <li>● Destination Imagination</li> <li>● Hour of Code</li> <li>● Life Skills</li> <li>● College Day</li> <li>● Nature’s Classroom</li> <li>● Family and Consumer Science</li> <li>● Digital Literacy</li> <li>● Tech Ed</li> <li>● Digital skills/interest inventory</li> </ul>

- 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

**Mindset Standards:**

- M2. Self-confidence in ability to succeed
- M4. Understanding that postsecondary education and life-long learning are necessary for long-term career success
- M5. Belief in using abilities to their fullest to achieve high-quality results and outcomes

**Behavior Standards:**

**Learning Strategies:**

- B-LS1. Demonstrate critical-thinking skills to make informed decisions.
- B-LS2. Demonstrate creativity
- B-LS3. Use time-management organizational and study skills.
- B-LS4. Apply self-motivation and self-direction to learning.
- B-LS5. Apply media and technology skills.
- B-LS6. Set high standards of quality.
- B-LS7. Identify long and short-term academic, career, and social/emotional goals.
- B-LS8. Actively engage in challenging coursework.
- B-LS9. Gather evidence and consider multiple perspectives to make informed decisions.
- B-LS10. Participate in enrichment and extracurricular activities.

**Self-Management Skills:**

- B-SMS1. Demonstrate ability to assume responsibility
- B-SMS2. Demonstrate self-discipline and self-control
- B-SMS3. Demonstrate ability to work independently
- B-SMS4. Demonstrate ability to delay immediate gratification for long term rewards
- B-SMS5. Demonstrate perseverance to achieve long- and short-term goals
- B-SMS6. Demonstrate ability to overcome barriers to learning
- B-SMS7. Demonstrate effective coping skills when faced with a problem

- Individual/Group Counseling
- Executive Functioning Support
- PAWS

B-SMS8. Demonstrate the ability to balance school, home and community activities  
B-SMS10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities

**Social Skills:**

- B-SS1. Use effective oral and written communication skills and listening skills
- B-SS2. Create positive and supportive relationships with other students
- B-SS3. Create relationships with adults that support success
- B-SS4. Demonstrate empathy
- B-SS5. Demonstrate ethical decision making and social responsibility
- B-SS6. Use effective collaboration and cooperation skills
- B-SS7. Use leadership and teamwork skills to work effectively in diverse teams
- B-SS8. Demonstrate advocacy skills and ability to assert self, when necessary
- B-SS9. Demonstrate social maturity and behaviors appropriate to the situation and environment

# Windham School District Curriculum

## Content Topic: Career Development - Grades 7-8

### Stage 1 Desired Results

<b>Content Standards:</b>	<i>Transfer</i>	
C:B1	Students will employ strategies to achieve future career goals with success and satisfaction.	
C:B2	<i>Meaning</i>	
<b>Mindset Standard:</b>	<p>ENDURING UNDERSTANDINGS</p> <p><i>Students will understand that ...</i></p>	<p>ESSENTIAL QUESTIONS</p>
M1		
M2	When provided the foundation for the acquisition of skills, attitudes and knowledge that enable students to make a	How will the Windham School District Counseling Program provide a
M4	successful transition from school to the world of work and	foundation for students to acquire the skills, attitudes, and knowledge to
M5	from job to job across the life-span.	prepare them to make a successful transition from school to post-secondary
M6		options?
<b>Behavior Standards:</b>	<p>Career development goals and competencies ensure that students develop career goals as a result of their participation in a comprehensive plan of career awareness, exploration and preparation activities.</p>	
B-LS1		
B-LS4		
through		
B-LS10		
B-SMS1		
B-SMS2		
B-SMS5		
B-SMS10		
B-SS5		
B-SS7		
B-SS8		

<b>Acquisition</b>	
<p>Students will know ...</p> <ul style="list-style-type: none"> <li>● How to develop career awareness</li> <li>● How to develop employment readiness</li> <li>● How to acquire career information</li> <li>● How to identify career goals</li> <li>● How to acquire knowledge to achieve career goals</li> <li>● How to apply skills to achieve career goals</li> </ul>	<p><i>Students will be skilled at ...</i></p> <ul style="list-style-type: none"> <li>● Acquiring the skills needed to investigate the world of work in relation to knowledge of self and to make informed career decisions.</li> <li>● Utilizing strategies that were provided to achieve successful future career goals.</li> <li>● Understanding the relationship between personal qualities, education, training, and the world of work.</li> </ul>

**Stage 2 - Evidence**

<b>Full Standard</b>	<b>Assessment Evidence</b>
<p><b>C:B1 Acquire Career Information</b></p> <p>C:B1.1 Apply decision-making skills to career planning, course selection and career transition</p> <p>C:B1.2 Identify personal skills, interests and abilities and relate them to current career choice</p> <p>C:B1.3 Demonstrate knowledge of the career-planning process</p> <p>C:B1.4 Know the various ways in which occupations can be classified</p> <p>C:B1.5 Use research and information resources to obtain career information</p> <p>C:B1.6 Learn to use the Internet to access career-planning information</p> <p>C:B1.7 Describe traditional and nontraditional career choices and how they relate to career choice</p> <p>C:B1.8 Understand how changing economic and societal needs influence employment trends and future training</p> <p><b>C:B2 Identify Career Goals</b></p> <p>C:B2.1 Demonstrate awareness of the education and training needed to achieve career goals</p> <p>C:B2.2 Assess and modify their educational plan to support career</p> <p>C:B2.3 Use employability and job readiness skills in internship, mentoring, shadowing and/or other work experience</p>	<p><b><u>ASSESSMENTS/ OTHER EVIDENCE:</u></b></p> <ul style="list-style-type: none"> <li>● Career Units</li> <li>● Health- Career unit</li> <li>● Career Day</li> <li>● Hour of Code</li> <li>● College Day</li> <li>● Family and Consumer Science</li> <li>● Tech Ed</li> <li>● Digital Literacy</li> <li>● Digital skill/interest inventories</li> <li>● Individual Counseling</li> <li>● Program of studies presentation</li> </ul>

C:B2.4 Select coursework that is related to career interests

C:B2.5 Maintain a career-planning portfolio

**Mindset Standards:**

M1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being

M2. Self-confidence in ability to succeed

M4. Understanding that postsecondary education and life-long learning are necessary for long-term career success

M5. Belief in using abilities to their fullest to achieve high-quality results and outcomes

M6. Positive attitude toward work and learning

**Behavior Standards:**

**Learning Strategies:**

B-LS1. Demonstrate critical-thinking skills to make informed decisions

B-LS4. Apply self-motivation and self-direction to learning

B-LS5. Apply media and technology skills

B-LS6. Set high standards of quality

B-LS7. Identify long- and short-term academic, career and social/ emotional goals

B-LS8. Actively engage in challenging coursework

B-LS9. Gather evidence and consider multiple perspectives to make informed decisions

B-LS10. Participate in enrichment and extracurricular activities

**Self-management Strategies:**

B-SMS1. Demonstrate ability to assume responsibility

B-SMS2. Demonstrate self-discipline and self-control

B-SMS5. Demonstrate perseverance to achieve long- and short-term goals

B-SMS10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities

**Social Skills:**

B-SS5. Demonstrate ethical decision-making and social responsibility

B-SS7. Use leadership and teamwork skills to work effectively in diverse teams

B-SS8. Demonstrate advocacy skills and ability to assert self, when necessary

# Windham School District Curriculum

## Content Topic: Career Development - Grades 7-8

### Stage 1 Desired Results

<b>Content Standards:</b> C:C1 C:C2	<i>Transfer</i>	
	Students will understand the relationship between personal qualities, education, training and the world of work.	
<b>Mindset Standards:</b> M1 through M6	<i>Meaning</i>	
	<b>Behavior Standards:</b> B-LS1 B-LS3 through B-LS9 B-SMS1 through B-SMS8 B-SMS10 B-SS2 B-SS3	<b>ENDURING UNDERSTANDINGS</b> <i>Students will understand that ...</i>  When provided 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.  Career development goals and competencies ensure that students develop career goals as a result of their participation in a comprehensive plan of career awareness, exploration and preparation activities.
<i>Acquisition</i>		
	Students will know ... <ul style="list-style-type: none"> <li>● How to develop career awareness</li> <li>● How to develop employment readiness</li> <li>● How to acquire career information</li> </ul>	Students will be skilled at ... <ul style="list-style-type: none"> <li>● Acquiring the skills needed to investigate the world of work in relation to knowledge of self and to make informed career decisions.</li> </ul>

	<ul style="list-style-type: none"> <li>● How to identify career goals</li> <li>● How to acquire knowledge to achieve career goals</li> <li>● How to apply skills to achieve career goals</li> </ul>	<ul style="list-style-type: none"> <li>● Utilizing strategies that were provided to achieve successful future career goals.</li> <li>● Understanding the relationship between personal qualities, education, training, and the world of work.</li> </ul>
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## Stage 2 - Evidence

<b>Full Standard</b>	<b>Assessment Evidence</b>
<p><b>C:C1 Acquire Knowledge to Achieve Career Goals</b></p> <p>C:C1.1 Understand the relationship between educational achievement and career success</p> <p>C:C1.2 Explain how work can help to achieve personal success and satisfaction</p> <p>C:C1.3 Identify personal preferences and interests influencing career choice and success</p> <p>C:C1.4 Understand that the changing workplace requires lifelong learning and acquiring new skills</p> <p>C:C1.5 Describe the effect of work on lifestyle</p> <p>C:C1.6 Understand the importance of equity and access in career choice</p> <p>C:C1.7 Understand that work is an important and satisfying means of personal expression</p> <p><b>C:C2 Apply Skills to Achieve Career Goals</b></p> <p>C:C2.1 Demonstrate how interests, abilities and achievement relate to achieving personal, social, educational and career goals</p> <p>C:C2.2 Learn how to use conflict management skills with peers and adults</p> <p>C:C2.3 Learn to work cooperatively with others as a team member</p> <p>C:C2.4 Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing and/or mentoring experiences</p> <p><b>Mindset Standards:</b></p> <p>M1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being</p> <p>M2. Self-confidence in ability to succeed</p> <p>M3. Sense of belonging in the school environment</p> <p>M4. Understanding that postsecondary education and life-long learning are necessary for long-term career success</p>	<p><b><u>ASSESSMENTS/ OTHER EVIDENCE:</u></b></p> <ul style="list-style-type: none"> <li>● Homeroom periods for self-discovery</li> <li>● M2M</li> <li>● Career Units</li> <li>● Health- Career unit</li> <li>● Classroom guidance</li> <li>● Advisory</li> <li>● PAWS</li> <li>● Individual Counseling</li> <li>● Digital skill/interest inventory</li> <li>● FACS</li> <li>● Digital Literacy</li> <li>● Tech Ed</li> </ul>

M5. Belief in using abilities to their fullest to achieve high-quality results and outcomes

M6. Positive attitude toward work and learning

**Behavior Standards:**

**Learning Strategies:**

B-LS1. Demonstrate critical-thinking skills to make informed decisions

B-LS3. Use time-management, organizational and study skills

B-LS4. Apply self-motivation and self-direction to learning

B-LS5. Apply media and technology skills

B-LS6. Set high standards of quality

B-LS7. Identify long- and short-term academic, career and social/ emotional goals

B-LS8. Actively engage in challenging coursework

B-LS9. Gather evidence and consider multiple perspectives to make informed decisions

**Self-Management Skills:**

B-SMS1. Demonstrate ability to assume responsibility

B-SMS2. Demonstrate self-discipline and self-control

B-SMS3. Demonstrate ability to work independently

B-SMS4. Demonstrate ability to delay immediate gratification for long-term rewards

B-SMS5. Demonstrate perseverance to achieve long- and short-term goals

B-SMS6. Demonstrate ability to overcome barriers to learning

B-SMS7. Demonstrate effective coping skills when faced with a problem

B-SMS8. Demonstrate the ability to balance school, home and community activities

B-SMS10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities

**Social Skills:**

B-SS2. Create positive and supportive relationships with other students

B-SS3. Create relationships with adults that support success

# Windham School District Curriculum

## Content Topic: Career Development - Grades 7-8

### Stage 1 Desired Results

<p><b>Content Standards:</b> C:A1 C:A2</p> <p><b>Mindset Standards:</b> M2 M4 M5</p> <p><b>Behavior Standards:</b> B-LS 1. through B-LS 10. B-SMS 1. through B-SMS 8. B-SMS 10. B-SS 1. through B-SS 9.</p>	<i>Transfer</i>	
	Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed decisions.	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS <i>Students will understand that ...</i></p> <p>When provided 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. Career development goals and competencies ensure that students develop career goals as a result of their participation in a comprehensive plan of career awareness, exploration and preparation activities.</p>	<p>ESSENTIAL QUESTIONS</p> <p>How will the Windham School District Counseling Program provide a foundation for students to acquire the skills, attitudes, and knowledge to prepare them to make a successful transition from school to post-secondary options?</p>
	<i>Acquisition</i>	
<p>Students will know ...</p> <ul style="list-style-type: none"> <li>● How to develop career awareness</li> <li>● How to develop employment readiness</li> <li>● How to acquire career information</li> <li>● How to identify career goals</li> <li>● How to acquire knowledge to achieve career goals</li> <li>● How to apply skills to achieve career goals</li> </ul>	<p><i>Students will be skilled at ...</i></p> <ul style="list-style-type: none"> <li>● Acquiring the skills needed to investigate the world of work in relation to knowledge of self and to make informed career decisions.</li> <li>● Utilizing strategies that were provided to achieve successful future career goals.</li> <li>● Understanding the relationship between personal qualities, education, training, and the world of work.</li> </ul>	

## Stage 2 - Evidence

<i>Full Standard</i>	<i>Assessment Evidence</i>
<p><b>C:A1 Develop Career Awareness</b></p> <p>C:A1.1 Develop skills to locate, evaluate and interpret career information</p> <p>C:A1.2 Learn about the variety of traditional and nontraditional occupations</p> <p>C:A1.3. Develop an awareness of personal abilities, skills, interests and motivations</p> <p>C:A1.4 Learn how to interact and work cooperatively in teams</p> <p>C:A1.5 Learn to make decisions</p> <p>C:A1.6 Learn how to set goals</p> <p>C:A1.7 Understand the importance of planning</p> <p>C:A1.8 Pursue and develop competency in areas of interest</p> <p>C:A1.9 Develop hobbies and vocational interests</p> <p>C:A1.10 Balance between work and leisure time</p> <p><b>C:A2 Develop Employment Readiness</b></p> <p>C:A2.1 Acquire employability skills such as working on a team, problem-solving and organizational skills</p> <p>C:A2.2 Apply job readiness skills to seek employment opportunities</p> <p>C:A2.3 Demonstrate knowledge about the changing workplace</p> <p>C:A2.4 Learn about the rights and responsibilities of employers and employees</p> <p>C:A2.5 Learn to respect individual uniqueness in the workplace</p> <p>C:A2.6 Learn how to write a résumé</p> <p>C:A2.7 Develop a positive attitude toward work and learning</p> <p>C:A2.8 Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace</p> <p>C:A2.9 Utilize time- and task-management skills</p> <p><b><u>Mindset Standards:</u></b></p> <p>M2. Self-confidence in ability to succeed</p> <p>M4. Understanding that postsecondary education and life-long learning are necessary for long-term career success</p> <p>M5. Belief in using abilities to their fullest to achieve high-quality results and outcomes</p>	<p><b><u>ASSESSMENTS/ OTHER EVIDENCE:</u></b></p> <ul style="list-style-type: none"> <li>● Career Units</li> <li>● Career Inventory</li> <li>● Holland Interests Inventory</li> <li>● Extracurricular programs</li> <li>● Drama Club</li> <li>● Robotics</li> <li>● Destination Imagination</li> <li>● Hour of Code</li> <li>● Life Skills</li> <li>● College Day</li> <li>● Nature’s Classroom</li> <li>● Family and Consumer Science</li> <li>● Digital Literacy</li> <li>● Tech Ed</li> <li>● Digital skills/interest inventory</li> <li>● Individual/Group Counseling</li> <li>● Executive Functioning Support</li> <li>● PAWS</li> </ul>

**Behavior Standards:**

**Learning Strategies:**

- B-LS1. Demonstrate critical-thinking skills to make informed decisions.
- B-LS2. Demonstrate creativity
- B-LS3. Use time-management organizational and study skills.
- B-LS4. Apply self-motivation and self-direction to learning.
- B-LS5. Apply media and technology skills.
- B-LS6. Set high standards of quality.
- B-LS7. Identify long and short-term academic, career, and social/emotional goals.
- B-LS8. Actively engage in challenging coursework.
- B-LS9. Gather evidence and consider multiple perspectives to make informed decisions.
- B-LS10. Participate in enrichment and extracurricular activities.

**Self-Management Skills:**

- B-SMS1. Demonstrate ability to assume responsibility
- B-SMS2. Demonstrate self-discipline and self-control
- B-SMS3. Demonstrate ability to work independently
- B-SMS4. Demonstrate ability to delay immediate gratification for long term rewards
- B-SMS5. Demonstrate perseverance to achieve long- and short-term goals
- B-SMS6. Demonstrate ability to overcome barriers to learning
- B-SMS7. Demonstrate effective coping skills when faced with a problem
- B-SMS8. Demonstrate the ability to balance school, home and community activities
- B-SMS10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities

**Social Skills:**

- B-SS1. Use effective oral and written communication skills and listening skills
- B-SS2. Create positive and supportive relationships with other students
- B-SS3. Create relationships with adults that support success
- B-SS4. Demonstrate empathy
- B-SS5. Demonstrate ethical decision making and social responsibility
- B-SS6. Use effective collaboration and cooperation skills
- B-SS7. Use leadership and teamwork skills to work effectively in diverse teams
- B-SS8. Demonstrate advocacy skills and ability to assert self, when necessary
- B-SS9. Demonstrate social maturity and behaviors appropriate to the situation and environment

# Windham School District Curriculum

## Content Topic: Career Development - Grades 7-8

### Stage 1 Desired Results

<b>Content Standards:</b> C:B1 C:B2	<i>Transfer</i>	
	Students will employ strategies to achieve future career goals with success and satisfaction.	
<b>Mindset Standard:</b> M1 M2 M4 M5 M6	<i>Meaning</i>	
	<b>ENDURING UNDERSTANDINGS</b> <i>Students will understand that ...</i>  When provided 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.  Career development goals and competencies ensure that students develop career goals as a result of their participation in a comprehensive plan of career awareness, exploration and preparation activities.	<b>ESSENTIAL QUESTIONS</b>  How will the Windham School District Counseling Program provide a foundation for students to acquire the skills, attitudes, and knowledge to prepare them to make a successful transition from school to post-secondary options?
<b>Behavior Standards:</b> B-LS1 B-LS4 through B-LS10 B-SMS1 B-SMS2 B-SMS5 B-SMS10 B-SS5 B-SS7 B-SS8	<i>Acquisition</i>	
	Students will know ... <ul style="list-style-type: none"> <li>● How to develop career awareness</li> <li>● How to develop employment readiness</li> <li>● How to acquire career information</li> <li>● How to identify career goals</li> <li>● How to acquire knowledge to achieve career goals</li> <li>● How to apply skills to achieve career goals</li> </ul>	Students will be skilled at ... <ul style="list-style-type: none"> <li>● Acquiring the skills needed to investigate the world of work in relation to knowledge of self and to make informed career decisions.</li> <li>● Utilizing strategies that were provided to achieve successful future career goals.</li> <li>● Understanding the relationship between personal qualities, education, training, and the world of work.</li> </ul>

## Stage 2 - Evidence

<i>Full Standard</i>	<i>Assessment Evidence</i>
<p><b>C:B1 Acquire Career Information</b></p> <p>C:B1.1 Apply decision-making skills to career planning, course selection and career transition</p> <p>C:B1.2 Identify personal skills, interests and abilities and relate them to current career choice</p> <p>C:B1.3 Demonstrate knowledge of the career-planning process</p> <p>C:B1.4 Know the various ways in which occupations can be classified</p> <p>C:B1.5 Use research and information resources to obtain career information</p> <p>C:B1.6 Learn to use the Internet to access career-planning information</p> <p>C:B1.7 Describe traditional and nontraditional career choices and how they relate to career choice</p> <p>C:B1.8 Understand how changing economic and societal needs influence employment trends and future training</p> <p><b>C:B2 Identify Career Goals</b></p> <p>C:B2.1 Demonstrate awareness of the education and training needed to achieve career goals</p> <p>C:B2.2 Assess and modify their educational plan to support career</p> <p>C:B2.3 Use employability and job readiness skills in internship, mentoring, shadowing and/or other work experience</p> <p>C:B2.4 Select coursework that is related to career interests</p> <p>C:B2.5 Maintain a career-planning portfolio</p> <p><b>Mindset Standards:</b></p> <p>M1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being</p> <p>M2. Self-confidence in ability to succeed</p> <p>M4. Understanding that postsecondary education and life-long learning are necessary for long-term career success</p> <p>M5. Belief in using abilities to their fullest to achieve high-quality results and outcomes</p> <p>M6. Positive attitude toward work and learning</p>	<p><b><u>ASSESSMENTS/ OTHER EVIDENCE:</u></b></p> <ul style="list-style-type: none"> <li>● Career Units</li> <li>● Health- Career unit</li> <li>● Career Day</li> <li>● Hour of Code</li> <li>● College Day</li> <li>● Family and Consumer Science</li> <li>● Tech Ed</li> <li>● Digital Literacy</li> <li>● Digital skill/interest inventories</li> <li>● Individual Counseling</li> <li>● Program of studies presentation</li> </ul>

**Behavior Standards:**

**Learning Strategies:**

- B-LS1. Demonstrate critical-thinking skills to make informed decisions
- B-LS4. Apply self-motivation and self-direction to learning
- B-LS5. Apply media and technology skills
- B-LS6. Set high standards of quality
- B-LS7. Identify long- and short-term academic, career and social/ emotional goals
- B-LS8. Actively engage in challenging coursework
- B-LS9. Gather evidence and consider multiple perspectives to make informed decisions
- B-LS10. Participate in enrichment and extracurricular activities

**Self-management Strategies:**

- B-SMS1. Demonstrate ability to assume responsibility
- B-SMS2. Demonstrate self-discipline and self-control
- B-SMS5. Demonstrate perseverance to achieve long- and short-term goals
- B-SMS10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities

**Social Skills:**

- B-SS5. Demonstrate ethical decision-making and social responsibility
- B-SS7. Use leadership and teamwork skills to work effectively in diverse teams
- B-SS8. Demonstrate advocacy skills and ability to assert self, when necessary

# Windham School District Curriculum

## Content Topic: Career Development - Grades 7-8

### Stage 1 Desired Results

<b>Content Standards:</b> C:C1 C:C2	<i>Transfer</i>	
	Students will understand the relationship between personal qualities, education, training and the world of work.	
<b>Mindset Standards:</b> M1 through M6  <b>Behavior Standards:</b> B-LS1 B-LS3 through B-LS9 B-SMS1 through B-SMS8 B-SMS10 B-SS2 B-SS3	<i>Meaning</i>	
	<b>ENDURING UNDERSTANDINGS</b> <i>Students will understand that ...</i>  When provided 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.  Career development goals and competencies ensure that students develop career goals as a result of their participation in a comprehensive plan of career awareness, exploration and preparation activities.	<b>ESSENTIAL QUESTIONS</b>  How will the Windham School District Counseling Program provide a foundation for students to acquire the skills, attitudes, and knowledge to prepare them to make a successful transition from school to post-secondary options?
	<i>Acquisition</i>	
	Students will know ... <ul style="list-style-type: none"> <li>● How to develop career awareness</li> <li>● How to develop employment readiness</li> <li>● How to acquire career information</li> <li>● How to identify career goals</li> <li>● How to acquire knowledge to achieve career goals</li> <li>● How to apply skills to achieve career goals</li> </ul>	<i>Students will be skilled at ...</i> <ul style="list-style-type: none"> <li>● Acquiring the skills needed to investigate the world of work in relation to knowledge of self and to make informed career decisions.</li> <li>● Utilizing strategies that were provided to achieve successful future career goals.</li> <li>● Understanding the relationship between personal qualities, education, training, and the world of work.</li> </ul>

## Stage 2 - Evidence

<i>Full Standard</i>	<i>Assessment Evidence</i>
<p><b>C:C1 Acquire Knowledge to Achieve Career Goals</b></p> <p>C:C1.1 Understand the relationship between educational achievement and career success</p> <p>C:C1.2 Explain how work can help to achieve personal success and satisfaction</p> <p>C:C1.3 Identify personal preferences and interests influencing career choice and success</p> <p>C:C1.4 Understand that the changing workplace requires lifelong learning and acquiring new skills</p> <p>C:C1.5 Describe the effect of work on lifestyle</p> <p>C:C1.6 Understand the importance of equity and access in career choice</p> <p>C:C1.7 Understand that work is an important and satisfying means of personal expression</p> <p><b>C:C2 Apply Skills to Achieve Career Goals</b></p> <p>C:C2.1 Demonstrate how interests, abilities and achievement relate to achieving personal, social, educational and career goals</p> <p>C:C2.2 Learn how to use conflict management skills with peers and adults</p> <p>C:C2.3 Learn to work cooperatively with others as a team member</p> <p>C:C2.4 Apply academic and employment readiness skills in work based learning situations such as internships, shadowing and/or mentoring experiences</p> <p><b>Mindset Standards:</b></p> <p>M1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being</p> <p>M2. Self-confidence in ability to succeed</p> <p>M3. Sense of belonging in the school environment</p> <p>M4. Understanding that postsecondary education and life-long learning are necessary for long-term career success</p> <p>M5. Belief in using abilities to their fullest to achieve high-quality results and outcomes</p> <p>M6. Positive attitude toward work and learning</p>	<p><b><u>ASSESSMENTS/ OTHER EVIDENCE:</u></b></p> <ul style="list-style-type: none"> <li>● Homeroom periods for self-discovery</li> <li>● M2M</li> <li>● Career Units</li> <li>● Health- Career unit</li> <li>● Classroom guidance</li> <li>● Advisory</li> <li>● PAWS</li> <li>● Individual Counseling</li> <li>● Digital skill/interest inventory</li> <li>● FACS</li> <li>● Digital Literacy</li> <li>● Tech Ed</li> </ul>

**Behavior Standards:**

**Learning Strategies:**

- B-LS1. Demonstrate critical-thinking skills to make informed decisions
- B-LS3. Use time-management, organizational and study skills
- B-LS4. Apply self-motivation and self-direction to learning
- B-LS5. Apply media and technology skills
- B-LS6. Set high standards of quality
- B-LS7. Identify long- and short-term academic, career and social/ emotional goals
- B-LS8. Actively engage in challenging coursework
- B-LS9. Gather evidence and consider multiple perspectives to make informed decisions

**Self-Management Skills:**

- B-SMS1. Demonstrate ability to assume responsibility
- B-SMS2. Demonstrate self-discipline and self-control
- B-SMS3. Demonstrate ability to work independently
- B-SMS4. Demonstrate ability to delay immediate gratification for long-term rewards
- B-SMS5. Demonstrate perseverance to achieve long- and short-term goals
- B-SMS6. Demonstrate ability to overcome barriers to learning
- B-SMS7. Demonstrate effective coping skills when faced with a problem
- B-SMS8. Demonstrate the ability to balance school, home and community activities
- B-SMS10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities

**Social Skills:**

- B-SS2. Create positive and supportive relationships with other students
- B-SS3. Create relationships with adults that support success

Title of Curriculum: Grades 7-8 - Personal/Social Development\*

Unit Name	Why	How	What
<p>Personal/Social Development</p>	<ul style="list-style-type: none"> <li>● Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.</li> </ul>	<ul style="list-style-type: none"> <li>● Acquiring the knowledge, attitude, and interpersonal skills to help them understand and respect self and others.</li> <li>● Decision making, goal-setting, and taking action to achieve goals</li> <li>● Acquire the skills necessary for personal safety, survival, and life skills.</li> </ul>	<ul style="list-style-type: none"> <li>● Peer Helping Programs</li> <li>● M2M</li> <li>● Tutoring</li> <li>● Wonderful Wildcat</li> <li>● Courage to Care</li> <li>● School Wide Assemblies</li> <li>● Movement group</li> <li>● Bridges</li> <li>● Extra-curricular activities</li> <li>● PBIS</li> <li>● Spirit Weeks</li> <li>● Individual Counseling</li> <li>● Group Counseling</li> <li>● Classroom Guidance</li> <li>● PAWS</li> <li>● Nature’s Classroom</li> <li>● Advisory</li> <li>● Executive Functioning Support</li> <li>● School handbook</li> <li>● Red Ribbon Week</li> <li>● The Great Kindness Challenge</li> <li>● Wellness Awareness</li> </ul>

	<ul style="list-style-type: none"> <li>● Students will make decisions, set goals and take necessary action to achieve goals.</li> </ul>	<ul style="list-style-type: none"> <li>● Acquiring the knowledge, attitude, and interpersonal skills to help them understand and respect self and others.</li> <li>● Decision making, goal-setting, and taking action to achieve goals</li> <li>● Acquire the skills necessary for personal safety, survival, and life skills.</li> </ul>	<ul style="list-style-type: none"> <li>● Student Council</li> <li>● Student Class Representatives</li> <li>● M2M</li> <li>● Courage to Care</li> <li>● Individual and Group Counseling</li> <li>● Classroom Guidance</li> <li>● Health Curriculum</li> <li>● Athletics</li> <li>● Academic Skills Class</li> <li>● Executive Functioning Support</li> <li>● Advisory</li> <li>● PAWS</li> <li>● Crisis Intervention</li> </ul>
	<ul style="list-style-type: none"> <li>● Students will understand safety and survival skills.</li> </ul>	<ul style="list-style-type: none"> <li>● Acquiring the knowledge, attitude, and interpersonal skills to help them understand and respect self and others.</li> <li>● Decision making, goal-setting, and taking action to achieve goals</li> <li>● Acquire the skills necessary for personal safety, survival, and life skills.</li> </ul>	<ul style="list-style-type: none"> <li>● Red Ribbon Week</li> <li>● Bully Prevention/Intervention</li> <li>● School Wide Assemblies</li> <li>● Courage to Care</li> <li>● PE</li> <li>● ADD Training</li> <li>● Fire Drills</li> <li>● Health Class</li> <li>● Emergency Drill Training (ADD, Secure Campus, Lockdown, etc.)</li> </ul>

\*Standards are introduced, but may not be mastered at each grade level

# Windham School District Curriculum

## Content Topic: Social/Personal Development - Grades 7-8

Stage 1 Desired Results		
<b>Content Standards:</b> P/S:A1 P/S:A2	<i>Transfer</i>	
	Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.	
<b>Mindset Standards:</b> M1 M2 M3 M5 M6	<i>Meaning</i>	
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <b>ENDURING UNDERSTANDINGS</b>  <i>Students will understand that ...</i>                       They are provided the foundation for personal and social growth as they progress through school and into adulthood.                       Personal/social development contributes to academic and career success by helping students understand and respect themselves and others, acquire effective interpersonal skills, understand safety and survival skills and develop into contributing members of society.                 </td> <td style="width: 50%; vertical-align: top;"> <b>ESSENTIAL QUESTIONS</b>                       How will the Windham School District counseling program provide the foundation for personal, social, and emotional growth as students progress through school and into adulthood?                 </td> </tr> </table>	<b>ENDURING UNDERSTANDINGS</b> <i>Students will understand that ...</i>  They are provided the foundation for personal and social growth as they progress through school and into adulthood.  Personal/social development contributes to academic and career success by helping students understand and respect themselves and others, acquire effective interpersonal skills, understand safety and survival skills and develop into contributing members of society.
<b>ENDURING UNDERSTANDINGS</b> <i>Students will understand that ...</i>  They are provided the foundation for personal and social growth as they progress through school and into adulthood.  Personal/social development contributes to academic and career success by helping students understand and respect themselves and others, acquire effective interpersonal skills, understand safety and survival skills and develop into contributing members of society.	<b>ESSENTIAL QUESTIONS</b>  How will the Windham School District counseling program provide the foundation for personal, social, and emotional growth as students progress through school and into adulthood?	
<b>Behavior Standards:</b> B-LS4 B-LS7 B-LS9 B-LS10 B-SMS1 through B-SMS8 B-SMS10 B-SS1 through B-SS9	<i>Acquisition</i>	
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;">                     Students will know ...                     <ul style="list-style-type: none"> <li>● How to acquire self-knowledge</li> <li>● How to acquire interpersonal skills</li> <li>● How to apply self-knowledge</li> <li>● How to acquire personal safety skills</li> </ul> </td> <td style="width: 50%; vertical-align: top;">                     Students will be skilled at ...                     <ul style="list-style-type: none"> <li>● Acquiring the knowledge, attitude, and interpersonal skills to help them understand and respect self and others.</li> <li>● Decision making, goal-setting, and taking action to achieve goals</li> <li>● Acquire the skills necessary for personal safety, survival, and life skills.</li> </ul> </td> </tr> </table>	Students will know ... <ul style="list-style-type: none"> <li>● How to acquire self-knowledge</li> <li>● How to acquire interpersonal skills</li> <li>● How to apply self-knowledge</li> <li>● How to acquire personal safety skills</li> </ul>
Students will know ... <ul style="list-style-type: none"> <li>● How to acquire self-knowledge</li> <li>● How to acquire interpersonal skills</li> <li>● How to apply self-knowledge</li> <li>● How to acquire personal safety skills</li> </ul>	Students will be skilled at ... <ul style="list-style-type: none"> <li>● Acquiring the knowledge, attitude, and interpersonal skills to help them understand and respect self and others.</li> <li>● Decision making, goal-setting, and taking action to achieve goals</li> <li>● Acquire the skills necessary for personal safety, survival, and life skills.</li> </ul>	

## Stage 2 - Evidence

<i>Full Standard</i>	<i>Assessment Evidence</i>
<p><b>PS:A1 Acquire Self-knowledge</b></p> <p>PS:A1.1 Develop positive attitudes toward self as a unique and worthy person</p> <p>PS:A1.2 Identify values, attitudes and beliefs</p> <p>PS:A1.3 Learn the goal-setting process</p> <p>PS:A1.4 Understand change is a part of growth</p> <p>PS:A1.5 Identify and express feelings</p> <p>PS:A1.6 Distinguish between appropriate and inappropriate behavior</p> <p>PS:A1.7 Recognize personal boundaries, rights and privacy needs</p> <p>PS:A1.8 Understand the need for self-control and how to practice it</p> <p>PS:A1.9 Demonstrate cooperative behavior in groups</p> <p>PS:A1.10 Identify personal strengths and assets</p> <p>PS:A1.11 Identify and discuss changing personal and social roles</p> <p>PS:A1.12 Identify and recognize changing family roles</p> <p><b>PS:A2 Acquire Interpersonal Skills</b></p> <p>PS:A2.1 Recognize that everyone has rights and responsibilities</p> <p>PS:A2.2 Respect alternative points of view</p> <p>PS:A2.3 Recognize, accept, respect and appreciate individual differences</p> <p>PS:A2.4 Recognize, accept and appreciate ethnic and cultural diversity</p> <p>PS:A2.5 Recognize and respect differences in various family configurations</p> <p>PS:A2.6 Use effective communications skills</p> <p>PS:A2.7 Know that communication involves speaking, listening and nonverbal behavior</p> <p>PS:A2.8 Learn how to make and keep friends</p> <p><b>Mindset Standards:</b></p> <p>M1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being</p> <p>M2. Self-confidence in ability to succeed</p> <p>M3. Sense of belonging in the school environment</p> <p>M5. Belief in using abilities to their fullest to achieve high-quality results and outcomes</p> <p>M6. Positive attitude toward work and learning</p>	<p><b><u>ASSESSMENTS/ OTHER EVIDENCE:</u></b></p> <ul style="list-style-type: none"> <li>● Peer Helping Programs</li> <li>● M2M</li> <li>● Tutoring</li> <li>● Wonderful Wildcat</li> <li>● Courage to Care</li> <li>● School Wide Assemblies</li> <li>● Movement group</li> <li>● Bridges</li> <li>● Extra-curricular activities</li> <li>● PBIS</li> <li>● Spirit Weeks</li> <li>● Individual Counseling</li> <li>● Group Counseling</li> <li>● Classroom Guidance</li> <li>● PAWS</li> <li>● Nature’s Classroom</li> <li>● Advisory</li> <li>● Executive Functioning Support</li> <li>● School handbook</li> <li>● Red Ribbon Week</li> <li>● The Great Kindness Challenge</li> <li>● Wellness Awareness</li> </ul>

**Behavior Standards:**

**Learning Strategies:**

- B-LS4. Apply self-motivation and self-direction to learning.
- B-LS7. Identify long and short-term academic, career, and social/emotional goals.
- B-LS9. Gather evidence and consider multiple perspectives to make informed decisions.
- B-LS10. Participate in enrichment and extracurricular activities.

**Self-Management Skills:**

- B-SMS1. Demonstrate ability to assume responsibility
- B-SMS2. Demonstrate self-discipline and self-control
- B-SMS3. Demonstrate ability to work independently
- B-SMS4. Demonstrate ability to delay immediate gratification for long term rewards
- B-SMS5. Demonstrate perseverance to achieve long- and short-term goals
- B-SMS6. Demonstrate ability to overcome barriers to learning
- B-SMS7. Demonstrate effective coping skills when faced with a problem
- B-SMS8. Demonstrate the ability to balance school, home and community activities
- B-SMS10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities

**Social Skills:**

- B-SS1. Use effective oral and written communication skills and listening skills
- B-SS2. Create positive and supportive relationships with other students
- B-SS3. Create relationships with adults that support success
- B-SS4. Demonstrate empathy
- B-SS5. Demonstrate ethical decision making and social responsibility
- B-SS6. Use effective collaboration and cooperation skills
- B-SS7. Use leadership and teamwork skills to work effectively in diverse teams
- B-SS8. Demonstrate advocacy skills and ability to assert self, when necessary
- B-SS9. Demonstrate social maturity and behaviors appropriate to the situation and environment

# Windham School District Curriculum

## Content Topic: Social/Personal Development - Grades 7-8

### Stage 1 Desired Results

<b>Content Standards:</b> P/S:B1  <b>Mindset Standards:</b> M1 M2 M4 M5 M6  <b>Behavior Standards:</b> B-LS1 B-LS4 B-LS6 B-LS7 B-LS9 B-SMS1 B-SMS2 B-SMS4 through B-SMS10 B-SS1 through B-SS9	<i>Transfer</i>	
	Students will make decisions, set goals and take necessary action to achieve goals.	
	<i>Meaning</i>	
	ENDURING UNDERSTANDINGS <i>Students will understand that ...</i>  They are provided the foundation for personal and social growth as they progress through school and into adulthood.  Personal/social development contributes to academic and career success by helping students understand and respect themselves and others, acquire effective interpersonal skills, understand safety and survival skills and develop into contributing members of society.	ESSENTIAL QUESTIONS  How will the Windham School District counseling program provide the foundation for personal, social, and emotional growth as students progress through school and into adulthood?
	<i>Acquisition</i>	
	Students will know ... <ul style="list-style-type: none"> <li>● How to acquire self-knowledge</li> <li>● How to acquire interpersonal skills</li> <li>● How to apply self-knowledge</li> <li>● How to acquire personal safety skills</li> </ul>	Students will be skilled at ... <ul style="list-style-type: none"> <li>● Acquiring the knowledge, attitude, and interpersonal skills to help them understand and respect self and others.</li> <li>● Decision making, goal-setting, and taking action to achieve goals</li> <li>● Acquire the skills necessary for personal safety, survival, and life skills.</li> </ul>

## Stage 2 - Evidence

<i>Full Standard</i>	<i>Assessment Evidence</i>
<p><b>PS:B1 Self-knowledge Application</b></p> <p>PS:B1.1 Use a decision-making and problem-solving model</p> <p>PS:B1.2 Understand consequences of decisions and choices</p> <p>PS:B1.3 Identify alternative solutions to a problem</p> <p>PS:B1.4 Develop effective coping skills for dealing with problems</p> <p>PS:B1.5 Demonstrate when, where and how to seek help for solving problems and making decisions</p> <p>PS:B1.6 Know how to apply conflict resolution skills</p> <p>PS:B1.7 Demonstrate a respect and appreciation for individual and cultural differences</p> <p>PS:B1.8 Know when peer pressure is influencing a decision</p> <p>PS:B1.9 Identify long- and short-term goals</p> <p>PS:B1.10 Identify alternative ways of achieving goals</p> <p>PS:B1.11 Use persistence and perseverance in acquiring knowledge and skills</p> <p>PS:B1.12 Develop an action plan to set and achieve realistic goals</p> <p><b>Mindset Standards:</b></p> <p>M1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being</p> <p>M2. Self-confidence in ability to succeed</p> <p>M4. Understanding that postsecondary education and life-long learning are necessary for long-term career success</p> <p>M5. Belief in using abilities to their fullest to achieve high-quality results and outcomes</p> <p>M6. Positive attitude toward work and learning</p> <p><b>Behavior Standards:</b></p> <p><b>Learning Strategies:</b></p> <p>B-LS1. Demonstrate critical-thinking skills to make informed decisions</p> <p>B-LS4. Apply self-motivation and self-direction to learning</p> <p>B-LS6. Set high standards of quality</p> <p>B-LS7. Identify long- and short-term academic, career and social/ emotional goals</p> <p>B-LS9. Gather evidence and consider multiple perspectives to make informed decisions</p>	<p><b><u>ASSESSMENTS/ OTHER EVIDENCE:</u></b></p> <ul style="list-style-type: none"> <li>● Student Council</li> <li>● Student Class Representatives</li> <li>● M2M</li> <li>● Courage to Care</li> <li>● Individual and Group Counseling</li> <li>● Classroom Guidance</li> <li>● Health Curriculum</li> <li>● Athletics</li> <li>● Academic Skills Class</li> <li>● Executive Functioning Support</li> <li>● Advisory</li> <li>● PAWS</li> <li>● Crisis Intervention</li> </ul>

**Self-Management Skills:**

- B-SMS1. Demonstrate ability to assume responsibility
- B-SMS2. Demonstrate self-discipline and self-control
- B-SMS4. Demonstrate ability to delay immediate gratification for long-term rewards
- B-SMS5. Demonstrate perseverance to achieve long- and short-term goals
- B-SMS6. Demonstrate ability to overcome barriers to learning
- B-SMS7. Demonstrate effective coping skills when faced with a problem
- B-SMS8. Demonstrate the ability to balance school, home and community activities
- B-SMS9. Demonstrate personal safety skills
- B-SMS10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities

**Social Skills:**

- B-SS1. Use effective oral and written communication skills and listening skills
- B-SS2. Create positive and supportive relationships with other students
- B-SS3. Create relationships with adults that support success
- B-SS4. Demonstrate empathy
- B-SS5. Demonstrate ethical decision-making and social responsibility
- B-SS6. Use effective collaboration and cooperation skills
- B-SS7. Use leadership and teamwork skills to work effectively in diverse teams
- B-SS8. Demonstrate advocacy skills and ability to assert self, when necessary
- B-SS9. Demonstrate social maturity and behaviors appropriate to the situation and environment

# Windham School District Curriculum

## Content Topic: Social/Personal Development - Grades 7-8

### Stage 1 Desired Results

<b>Content Standards:</b> P/S:C1  <b>Mindset Standards:</b> M1 M2 M3 M5  <b>Behavior Mindsets:</b> B-LS1 B-LS5 B-LS6 B-LS7 B-LS9 B-LS10 B-SMS1 B-SMS2 B-SMS4 B-SMS7 through B-SMS10 B-SS1 through B-SS9	<i>Transfer</i>	
	Students will understand safety and survival skills.	
	<i>Meaning</i>	
	ENDURING UNDERSTANDINGS <i>Students will understand that ...</i>  They are provided the foundation for personal and social growth as they progress through school and into adulthood.  Personal/social development contributes to academic and career success by helping students understand and respect themselves and others, acquire effective interpersonal skills, understand safety and survival skills and develop into contributing members of society.	ESSENTIAL QUESTIONS  How will the Windham School District counseling program provide the foundation for personal, social, and emotional growth as students progress through school and into adulthood?
<i>Acquisition</i>		
Students will know ... <ul style="list-style-type: none"> <li>● How to acquire self-knowledge</li> <li>● How to acquire interpersonal skills</li> <li>● How to apply self-knowledge</li> <li>● How to acquire personal safety skills</li> </ul>	Students will be skilled at ... <ul style="list-style-type: none"> <li>● Acquiring the knowledge, attitude, and interpersonal skills to help them understand and respect self and others.</li> <li>● Decision making, goal-setting, and taking action to achieve goals</li> <li>● Acquire the skills necessary for personal safety, survival, and life skills.</li> </ul>	

## Stage 2 - Evidence

<i>Full Standard</i>	<i>Assessment Evidence</i>
<p><b>PS:C1 Acquire Personal Safety Skills</b></p> <p>PS:C1.1 Demonstrate knowledge of personal information (i.e., telephone number, home address, emergency contact)</p> <p>PS:C1.2 Learn about the relationship between rules, laws, safety and the protection of rights of the individual</p> <p>PS:C1.3 Learn about the differences between appropriate and inappropriate physical contact</p> <p>PS:C1.4 Demonstrate the ability to set boundaries, rights and personal privacy</p> <p>PS:C1.5 Differentiate between situations requiring peer support and situations requiring adult professional help</p> <p>PS:C1.6 Identify resource people in the school and community, and know how to seek their help</p> <p>PS:C1.7 Apply effective problem-solving and decision-making skills to make safe and healthy choices</p> <p>PS:C1.8 Learn about the emotional and physical dangers of substance use and abuse</p> <p>PS:C1.9 Learn how to cope with peer pressure</p> <p>PS:C1.10 Learn techniques for managing stress and conflict</p> <p>PS:C1.11 Learn coping skills for managing life events</p> <p><b>Mindset Standards:</b></p> <p>M1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being</p> <p>M2. Self-confidence in ability to succeed</p> <p>M3. Sense of belonging in the school environment</p> <p>M5. Belief in using abilities to their fullest to achieve high-quality results and outcomes</p> <p><b>Behavior Mindsets:</b></p> <p><b>Learning Strategies:</b></p> <p>B-LS1. Demonstrate critical-thinking skills to make informed decisions</p> <p>B-LS5. Apply media and technology skills</p> <p>B-LS6. Set high standards of quality</p> <p>B-LS7. Identify long- and short-term academic, career and social/ emotional goals</p> <p>B-LS9. Gather evidence and consider multiple perspectives to make informed decisions</p> <p>B-LS10. Participate in enrichment and extracurricular activities</p>	<p><b><u>ASSESSMENTS/ OTHER EVIDENCE:</u></b></p> <ul style="list-style-type: none"> <li>● Red Ribbon Week</li> <li>● Bully Prevention/Intervention</li> <li>● School Wide Assemblies</li> <li>● Courage to Care</li> <li>● PE</li> <li>● ADD Training</li> <li>● Fire Drills</li> <li>● Health Class</li> <li>● Emergency Drill Training (ADD, Secure Campus, Lockdown, etc.)</li> </ul>

**Self-Management Skills:**

- B-SMS1. Demonstrate ability to assume responsibility
- B-SMS2. Demonstrate self-discipline and self-control
- B-SMS4. Demonstrate ability to delay immediate gratification for long-term rewards
- B-SMS7. Demonstrate effective coping skills when faced with a problem
- B-SMS8. Demonstrate the ability to balance school, home and community activities
- B-SMS9. Demonstrate personal safety skills
- B-SMS10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities

**Social Skills:**

- B-SS1. Use effective oral and written communication skills and listening skills
- B-SS2. Create positive and supportive relationships with other students
- B-SS3. Create relationships with adults that support success
- B-SS4. Demonstrate empathy
- B-SS5. Demonstrate ethical decision-making and social responsibility
- B-SS6. Use effective collaboration and cooperation skills
- B-SS7. Use leadership and teamwork skills to work effectively in diverse teams
- B-SS8. Demonstrate advocacy skills and ability to assert self, when necessary
- B-SS9. Demonstrate social maturity and behaviors appropriate to the situation and environment

Title of Curriculum: Grades 9-12- Academic Development\*

Unit Name	Why	How	What
Academic Development	<ul style="list-style-type: none"> <li>● Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.</li> </ul>	<ul style="list-style-type: none"> <li>● Improving Academic Self Concept</li> <li>● Acquiring skills for improving learning</li> <li>● Achieve School Success</li> </ul>	<ul style="list-style-type: none"> <li>● School Pride</li> <li>● Honor Roll</li> <li>● Extra-Curricular Activities</li> <li>● College Acceptance postings</li> <li>● Nominations to student recognition programs</li> <li>● Book Awards</li> <li>● Advisory</li> <li>● Personal Goal Setting</li> <li>● Renaissance Award</li> <li>● Individual Counseling Meetings</li> <li>● Homework Club</li> <li>● Academic Saturday</li> <li>● GPA on Transcript</li> <li>● NH Scholars</li> <li>● FOL and Executive Functioning Studies</li> <li>● Before and After School Help</li> <li>● Technology training in Advisory</li> <li>● Group work in the classroom</li> <li>● Post-secondary Planning Guide Timelines</li> </ul>

	<ul style="list-style-type: none"> <li>• Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college</li> </ul>	<ul style="list-style-type: none"> <li>• Learn and apply critical-thinking skills</li> <li>• Apply the study skills necessary for academic success at each level</li> <li>• Establish challenging academic goals</li> <li>• Use problem-solving and decision-making skills to assess progress toward educational goals</li> <li>• Identify post-secondary options consistent with interests, achievement, aptitude and abilities</li> </ul>	<ul style="list-style-type: none"> <li>• Transcripts</li> <li>• Current Statewide Assessments</li> <li>• PSAT/SAT/ACT</li> <li>• Naviance Program</li> <li>• Challenging Required Courses</li> <li>• AP Courses</li> <li>• IMPACCT Program</li> <li>• Running Start/Dual Enrollment</li> <li>• Early College</li> <li>• CTE Career and Technical Education</li> <li>• Foundations of Learning</li> <li>• Executive Functioning Studies</li> <li>• Parent Presentations</li> <li>• 9, 10, 11 and 12 Presentations</li> <li>• Financial Aid Night</li> <li>• Early College</li> <li>• College Representative Visits</li> <li>• College Fair</li> <li>• Military Recruiter Visits</li> <li>• Internships/Independent Studies and ELOs (extended learning opportunities)</li> <li>• NH State Scholar Awards</li> <li>• Honor Societies</li> </ul>
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	<ul style="list-style-type: none"> <li>● Students will understand the relationship of academics to the world of work and to life at home and in the community.</li> </ul>	<ul style="list-style-type: none"> <li>● Relating school to life experiences.</li> <li>● demonstrating the ability to balance school, studies, extracurricular activities, leisure time and family life</li> <li>● seeking co-curricular and community experiences to enhance the school experience</li> </ul>	<ul style="list-style-type: none"> <li>● Independent Study</li> <li>● Internships</li> <li>● ELOs (extended learning opportunities)</li> <li>● JROTC</li> <li>● Athletics</li> <li>● Extracurricular Activities</li> <li>● Assemblies</li> <li>● CTE</li> <li>● Clinical</li> <li>● School to Career</li> <li>● Peer Mentoring Program</li> <li>● Peer tutors</li> <li>● IMPAACT Life skills</li> <li>● Vocational Rehab</li> <li>● Clubs</li> <li>● Service Learning Hours</li> <li>● JagSAT</li> <li>● Career and Technical Pathways</li> </ul>
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\*Standards are introduced, but may not be mastered at each grade level

# Windham School District Curriculum

## Content Topic: Academic Development - Grades 9-12

### Stage 1 Desired Results

<b>Content Standards:</b>	<b>Transfer</b>	
A:A1 A:A2 A:A3	Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.	
<b>Mindful Standards:</b>	<b>Meaning</b>	
M1 M2 M6	<p>ENDURING UNDERSTANDINGS <i>Students will understand that ...</i></p> <p>Academic development includes acquiring skills, attitudes and knowledge that contribute to effective learning in school; employing strategies to achieve success in school; and understanding the relationship of academics to the world of work, and to life at home and in the community. Academic goals support the premise that all students should meet or exceed the local, state and national goals.</p>	<p>ESSENTIAL QUESTIONS</p> <p>How will the Windham School Counseling program provide tools and strategies to maximize individual students ability to learn.</p>
<b>Behavior Standards:</b>	<b>Acquisition</b>	
B-LS1 B-LS3 B-LS4 B-LS6 B-SMS1 B-SMS3 B-SMS8 B-SS1 B-SS6	<p>Students will ...</p> <ul style="list-style-type: none"> <li>● Articulate feelings</li> <li>● Positive interest in learning</li> <li>● Pride in work</li> <li>● Accept mistakes</li> <li>● Time management</li> <li>● Communication skills</li> <li>● Take responsibility</li> <li>● Work independently</li> <li>● Broad range of interests</li> <li>● Share knowledge</li> </ul>	<p><i>Students will be skilled at ...</i></p> <ul style="list-style-type: none"> <li>● Improving Academic Self-concept</li> <li>● Acquiring Skills for Improving Learning</li> <li>● Achieve School Success</li> </ul>

## Stage 2 - Evidence

<i>Full Standard</i>	<i>Assessment Evidence</i>
<p><b>A:A1 Improve Academic Self-concept</b></p> <ul style="list-style-type: none"> <li>A:A1.1 Articulate feelings of competence and confidence as learners</li> <li>A:A1.2 Display a positive interest in learning</li> <li>A:A1.3 Take pride in work and achievement</li> <li>A:A1.4 Accept mistakes as essential to the learning process</li> <li>A:A1.5 Identify attitudes and behaviors that lead to successful learning</li> </ul> <p><b>A:A2 Acquire Skills for Improving Learning</b></p> <ul style="list-style-type: none"> <li>A:A2.1 Apply time-management and task-management skills</li> <li>A:A2.2 Demonstrate how effort and persistence positively affect learning</li> <li>A:A2.3 Use communications skills to know when and how to ask for help when needed</li> <li>A:A2.4 Apply knowledge and learning styles to positively influence school performance</li> </ul> <p><b>A:A3 Achieve School Success</b></p> <ul style="list-style-type: none"> <li>A:A3.1 Take responsibility for their actions</li> <li>A:A3.2 Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students</li> <li>A:A3.3 Develop a broad range of interests and abilities</li> <li>A:A3.4 Demonstrate dependability, productivity and initiative</li> <li>A:A3.5 Share knowledge</li> </ul> <p><b>Mindset Standards:</b></p> <ul style="list-style-type: none"> <li>M1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being</li> <li>M2. Self-confidence in ability to succeed</li> <li>M6. Positive attitude toward work and learning</li> </ul>	<p><b><u>ASSESSMENTS/ OTHER EVIDENCE:</u></b></p> <ul style="list-style-type: none"> <li>● School Pride</li> <li>● Honor Roll</li> <li>● Extra-Curricular Activities</li> <li>● College Acceptance postings</li> <li>● Nominations to student recognition programs</li> <li>● Book Awards</li> <li>● Advisory</li> <li>● Personal Goal Setting</li> <li>● Renaissance Award</li> <li>● Individual Counseling Meetings</li> <li>● Homework Club</li> <li>● Academic Saturday</li> <li>● GPA on Transcript</li> <li>● NH Scholars</li> <li>● FOL and Executive Functioning Studies</li> <li>● Before and After School Help</li> <li>● Technology training in Advisory</li> <li>● Group work in the classroom</li> <li>● Post-secondary Planning Guide Timelines</li> <li>● College Deadlines Checklist</li> <li>● Student/Peer Tutors/Mentoring</li> <li>● Rubric</li> <li>● Challenging Required Courses</li> <li>● Extensive Course Selection</li> <li>● Internships/Independent Studies and ELOs</li> <li>● Co-Curricular involvement</li> <li>● CTE Options Career and Technical Education</li> <li>● SST Student Support Team</li> </ul>

**Behavior Standards:**

**Learning Strategies:**

B-LS1. Demonstrate critical-thinking skills to make informed decisions

B-LS3. Use time-management, organizational and study skills

B-LS4. Apply self-motivation and self-direction to learning

B-LS6. Set high standards of quality

**Self-Management Skills:**

B-SMS1. Demonstrate ability to assume responsibility

B-SMS3. Demonstrate ability to work independently

B-SMS8. Demonstrate the ability to balance school, home and community activities

**Social Skills:**

B-SS1. Use effective oral and written communication skills and listening skills

B-SS6. Use effective collaboration and cooperation skills

- MTSS-B
- Progress Reports/Report Cards
- PowerSchool and Unified Classroom
- JagSAT

# Windham School District Curriculum

## Content Topic: Academic Development - Grades 9-12

### Stage 1 Desired Results

<p><b>Content Standards:</b> A:B1 A:B2</p> <p><b>Mindful Standards:</b> M4 M5</p> <p><b>Behavior Standards:</b> B-LS1 B-LS4 B-LS6 B-LS7 B-LS9 B-SMS2 B-SMS5 B-SMS6 B-SS1 B-SS3 B-SS8</p>	<i>Transfer</i>	
	Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.	
	<i>Meaning</i>	
	<p><b>ENDURING UNDERSTANDINGS</b> <i>Students will understand that ...</i> Academic development includes acquiring skills, attitudes and knowledge that contribute to effective learning in school; employing strategies to achieve success in school; and understanding the relationship of academics to the world of work, and to life at home and in the community. Academic goals support the premise that all students should meet or exceed the local, state and national goals.</p>	<p><b>ESSENTIAL QUESTIONS</b></p> <p>How will the Windham School Counseling program provide tools and strategies to maximize individual students' ability to learn.</p>
	<i>Acquisition</i>	
<p>Students will know ...</p> <ul style="list-style-type: none"> <li>● Motivation</li> <li>● Apply critical-thinking skills</li> <li>● Study skills</li> <li>● Seek support</li> <li>● Know learning style</li> <li>● Establish academic goals</li> <li>● Utilize assessment results</li> <li>● Implement a plan</li> <li>● Problem solving skills</li> <li>● Identify post-secondary option</li> </ul>	<p><i>Students will be skilled at ...</i></p> <ul style="list-style-type: none"> <li>● Learn and apply critical-thinking skills</li> <li>● Apply the study skills necessary for academic success at each level</li> <li>● Establish challenging academic goals</li> <li>● Use problem-solving and decision-making skills to assess progress toward educational goals</li> <li>● Identify post-secondary options consistent with interests, achievement, aptitude and abilities</li> </ul>	

## Stage 2 - Evidence

<i>Full Standard</i>	<i>Assessment Evidence</i>
<p><b>A:B1 Improve Learning</b></p> <ul style="list-style-type: none"> <li>A:B1.1 Demonstrate the motivation to achieve individual potential</li> <li>A:B1.2 Learn and apply critical-thinking skills</li> <li>A:B1.3 Apply the study skills necessary for academic success at each level</li> <li>A:B1.4 Seek information and support from faculty, staff, family and peers</li> <li>A:B1.5 Organize and apply academic information from a variety of sources</li> <li>A:B1.6 Use knowledge of learning styles to positively influence school performance</li> <li>A:B1.7 Become a self-directed and independent learner</li> </ul> <p><b>A:B2 Plan to Achieve Goals</b></p> <ul style="list-style-type: none"> <li>A:B2.1 Establish challenging academic goals in elementary, middle and high school</li> <li>A:B2.2 Use assessment results in educational planning</li> <li>A:B2.3 Develop and implement annual plan of study to maximize academic ability and achievement</li> <li>A:B2.4 Apply knowledge of aptitudes and interests to goal setting</li> <li>A:B2.5 Use problem-solving and decision-making skills to assess progress toward educational goals</li> <li>A:B2.6 Understand the relationship between classroom performance and success in school</li> <li>A:B2.7 Identify post-secondary options consistent with interests, achievement, aptitude and abilities</li> </ul> <p><b>Mindset Standards:</b></p> <ul style="list-style-type: none"> <li>M4. Understanding that postsecondary education and life-long learning are necessary for long-term career success</li> <li>M5. Belief in using abilities to their fullest to achieve high-quality results and outcomes</li> </ul>	<p><b><u>ASSESSMENTS/ OTHER EVIDENCE:</u></b></p> <ul style="list-style-type: none"> <li>● Transcripts</li> <li>● Current Statewide Assessments</li> <li>● PSAT/SAT/ACT</li> <li>● Naviance Program</li> <li>● Challenging Required Courses</li> <li>● AP Courses</li> <li>● IMPACCT Program</li> <li>● Running Start/Dual Enrollment</li> <li>● Early College</li> <li>● CTE Career and Technical Education</li> <li>● FOL (Foundations of Learning) and EF (Executive Functioning Studies)</li> <li>● Parent Presentations</li> <li>● 9, 10, 11 and 12 Presentations</li> <li>● Financial Aid Night</li> <li>● Early College</li> <li>● College Representative Visits</li> <li>● College Fair</li> <li>● Military Recruiter Visits</li> <li>● Internships/Independent Studies and ELOs (extended learning opportunities)</li> <li>● NH State Scholar Awards</li> <li>● Honor Societies</li> </ul>

**Behavior Standards:**

**Learning Strategies:**

- B-LS1. Demonstrate critical-thinking skills to make informed decisions
- B-LS4. Apply self-motivation and self-direction to learning
- B-LS6. Set high standards of quality
- B-LS7. Identify long- and short-term academic, career and social/ emotional goals
- B-LS9. Gather evidence and consider multiple perspectives to make informed decisions

**Self-Management Skills:**

- B-SMS2. Demonstrate self-discipline and self-control
- B-SMS5. Demonstrate perseverance to achieve long- and short-term goals
- B-SMS6. Demonstrate ability to overcome barriers to learning.

**Social Skills:**

- B-SS1. Use effective oral and written communication skills and listening skills
- B-SS3. Create relationships with adults that support success
- B-SS8. Demonstrate advocacy skills and ability to assert self, when necessary

# Windham School District Curriculum

## Content Topic: Academic Development - Grades 9-12

### Stage 1 Desired Results

<p><b>Content Standards:</b> A:C1</p> <p><b>Mindful Standards:</b> M1 M3 M6</p> <p><b>Behavior Standards:</b> B-LS 4 B-LS 7 B-LS 10 B-SMS 2 B-SMS 3 B-SMS 4 B-SMS 5 B-SMS 8 B-SMS 10 B-SS 2 B-SS 3 B-SS 6 B-SS 8</p>	<i>Transfer</i>	
	Students will understand the relationship of academics to the world of work and to life at home and in the community.	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS <i>Students will understand that ...</i></p> <p>Academic development includes acquiring skills, attitudes and knowledge that contribute to effective learning in school; employing strategies to achieve success in school; and understanding the relationship of academics to the world of work, and to life at home and in the community. Academic goals support the premise that all students should meet or exceed the local, state and national goals.</p>	<p>ESSENTIAL QUESTIONS</p> <p>How will the Windham School Counseling program provide tools and strategies to maximize individual students ability to learn.</p>
<i>Acquisition</i>		
<p>Students will ...</p> <ul style="list-style-type: none"> <li>● Seek co-curricular and community experiences</li> <li>● Balance all activities</li> <li>● Learn and work</li> <li>● Set life goals</li> <li>● Make the connection with school and real world</li> </ul>	<p><i>Students will be skilled at ...</i></p> <ul style="list-style-type: none"> <li>● Relating school to life experiences.</li> <li>● Demonstrating the ability to balance school, studies, extracurricular activities, leisure time and family life</li> <li>● Seeking co-curricular and community experiences to enhance the school experience</li> </ul>	

## Stage 2 - Evidence

<i>Full Standard</i>	<i>Assessment Evidence</i>
<p><b>A:C1 Relate School to Life Experiences</b></p> <p>A:C1.1 Demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family life</p> <p>A:C1.2 Seek co-curricular and community experiences to enhance the school experience</p> <p>A:C1.3 Understand the relationship between learning and work</p> <p>A:C1.4 Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining and maintaining life goals</p> <p>A:C1.5 Understand that school success is the preparation to make the transition from student to community member</p> <p>A:C1.6 Understand how school success and academic achievement enhance future career and vocational opportunities</p> <p><b>Mindset Standards:</b></p> <p>M1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being</p> <p>M3. Sense of belonging in the school environment</p> <p>M6. Positive attitude toward work and learning</p> <p><b>Behavior Standards:</b></p> <p><b>Learning Strategies:</b></p> <p>B-LS4. Apply self-motivation and self-direction to learning</p> <p>B-LS7. Identify long- and short-term academic, career and social/ emotional goals</p> <p>B-LS10. Participate in enrichment and extracurricular activities</p> <p><b>Self-Management Skills:</b></p> <p>B-SMS2. Demonstrate self-discipline and self-control</p> <p>B-SMS3. Demonstrate ability to work independently</p> <p>B-SMS4. Demonstrate ability to delay immediate gratification for long term rewards</p> <p>B-SMS5. Demonstrate perseverance to achieve long- and short-term goals</p> <p>B-SMS8. Demonstrate the ability to balance school, home and community activities</p> <p>B-SMS10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities</p>	<p><b><u>ASSESSMENTS/ OTHER EVIDENCE:</u></b></p> <ul style="list-style-type: none"> <li>● Independent Study</li> <li>● Internships</li> <li>● ELOs (extended learning opportunities)</li> <li>● JROTC</li> <li>● Athletics</li> <li>● Extracurricular Activities</li> <li>● Assemblies</li> <li>● CTE</li> <li>● Clinical</li> <li>● School to Career</li> <li>● Peer Mentoring Program</li> <li>● Peer tutors</li> <li>● IMPAACT Life skills</li> <li>● Vocational Rehab</li> <li>● Clubs</li> <li>● Service Learning Hours</li> <li>● JagSAT</li> <li>● Career and Technical Pathways</li> </ul>

**Social Skills:**

B-SS2. Create positive and supportive relationships with other students

B-SS3. Create relationships with adults that support success

B-SS6. Use effective collaboration and cooperation skills

B-SS8. Demonstrate advocacy skills and ability to assert self, when necessary

Title of Curriculum: Grades 9-12- Career Development\*

Unit Name	Why	How	What
Career Development	<ul style="list-style-type: none"> <li>Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.</li> </ul>	<ul style="list-style-type: none"> <li>Researching careers that fit their interests and talents</li> <li>Practice working in groups and developing skills for cooperation and goal setting.</li> <li>Take advantage of opportunities to plan activities and develop a personal schedule balancing school work and hobbies/athletics.</li> <li>Write a resume including Objective, Education, past and current experiences,</li> <li>Develop strategies for task and time management.</li> </ul>	<ul style="list-style-type: none"> <li>Independent study</li> <li>Internships</li> <li>ELOs (extended learning opportunities)</li> <li>JROTC</li> <li>Athletics</li> <li>Naviance</li> <li>Career Interest Surveys</li> <li>Business classes</li> <li>Hour of Code</li> <li>CTE (Career Technical Education)</li> <li>IMPACCT</li> <li>Resume building</li> <li>District wide College Day</li> <li>Career Base Field Trips</li> <li>Extra-curricular activities</li> <li>Yearly planning with counselor (four-year plan)</li> <li>College Fair</li> <li>Career and Technical Pathways</li> </ul>
	<ul style="list-style-type: none"> <li>Students will employ strategies to achieve future career goals with success and satisfaction.</li> </ul>	<ul style="list-style-type: none"> <li>Learn good decision making and long term career planning that fits with one's skills, interests and abilities.</li> <li>Using Naviance as a resource for researching careers, education, and required training.</li> </ul>	<ul style="list-style-type: none"> <li>Naviance</li> <li>Occupational Outlook Handbook</li> <li>Internships</li> <li>Independent Study</li> <li>ELOs (extended learning opportunities)</li> <li>CTE (Career Technical Education)</li> </ul>

		<ul style="list-style-type: none"> <li>● Take advantage of internships, job shadowing, mentoring, paid work and other opportunities to help identify career goals.</li> <li>● Maintain a portfolio of all career related experiences to demonstrate skills and knowledge attained.</li> </ul>	<ul style="list-style-type: none"> <li>● IMPACCT</li> <li>● Vocational Rehab</li> <li>● Hour of Code</li> <li>● Rigorous course load</li> <li>● Elective courses</li> <li>● Senior Action Plan</li> <li>● Career Based Field trips</li> <li>● Yearly planning with counselor (four-year plan)</li> <li>● Career and Technical Pathways</li> <li>● ASVAB- Career Exploration Program</li> </ul>
	<ul style="list-style-type: none"> <li>● Students will understand the relationship between personal qualities, education, training and the world of work</li> </ul>	<ul style="list-style-type: none"> <li>● Identifying the relationship between education and training for future career success.</li> <li>● Being aware of personal interests, abilities, talents and how that might influence career choices.</li> <li>● Knowing how a career can affect them personally and their future plans/goals.</li> <li>● Describe the keys to being a good employee and applying their knowledge in the workplace setting.</li> </ul>	<ul style="list-style-type: none"> <li>● Course offerings</li> <li>● Vocational Opportunities</li> <li>● Naviance</li> <li>● College Board Resources</li> <li>● School to Career</li> <li>● Vocational Field Sites</li> <li>● Parenting and Child Development</li> <li>● CTE Programs</li> <li>● Internships</li> <li>● Independent Studies</li> <li>● ELOs</li> <li>● IMPACCT</li> <li>● Yearly planning with counselor (four-year plan)</li> </ul>

\*Standards are introduced, but may not be mastered at each grade level

# Windham School District Curriculum

## Content Topic: Career Development - Grades 9-12

### Stage 1 Desired Results

<b>Content Standards:</b> C:A1 C:A2	<i>Transfer</i>	
	Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.	
<b>Mindful Standards:</b> M4 M5 M6	<i>Meaning</i>	
	<b>ENDURING UNDERSTANDINGS</b> <i>Students will understand that ...</i> They should acquire a set 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 lifespan. Career development goals and competencies ensure that students develop career goals as a result of their participation in a comprehensive plan of career awareness, exploration and preparation activities.	<b>ESSENTIAL QUESTIONS</b>  How will the WSD School Counseling Program provide a foundation for students to acquire the skills, attitudes, and knowledge to prepare them to make a successful transition from school to post-secondary options?
<b>Behavior Standards:</b> B-LS 1 B-LS 2 B-LS 5 B-LS 7 B-SMS 1 B-SMS 2 B-SMS 3 B-SMS 5 B-SMS 8 B-SS 2 B-SS 3 B-SS 5 B-SS 7	<i>Acquisition</i>	
	Students will know ... <ul style="list-style-type: none"> <li>● Locate, evaluate and interpret career information</li> <li>● Awareness of personal abilities, skills, interest and motivation</li> <li>● Make decisions, work in a team, set goals</li> <li>● Importance of planning</li> <li>● Hobbies and vocational interests</li> <li>● Balance between work and leisure</li> <li>● Rights and responsibilities, changing workplace, uniqueness of workplace</li> <li>● Resume</li> <li>● Time management and task management</li> </ul>	Students will be skilled at ... <ul style="list-style-type: none"> <li>● Researching careers that fit their interests and talents</li> <li>● Practice working in groups and developing skills for cooperation and goal setting.</li> <li>● Take advantage of opportunities to plan activities and develop a personal schedule balancing school work and hobbies/athletics.</li> <li>● Write a resume including Objective, Education, past and current experiences,</li> <li>● Develop strategies for task and time management.</li> </ul>

## Stage 2 - Evidence

<i>Full Standard</i>	<i>Assessment Evidence</i>
<p><b>C:A1 Develop Career Awareness</b></p> <ul style="list-style-type: none"> <li>C:A1.1 Develop skills to locate, evaluate and interpret career information</li> <li>C:A1.2 Learn about the variety of traditional and nontraditional occupations</li> <li>C:A1.3. Develop an awareness of personal abilities, skills, interests and motivations</li> <li>C:A1.4 Learn how to interact and work cooperatively in teams</li> <li>C:A1.5 Learn to make decisions</li> <li>C:A1.6 Learn how to set goals</li> <li>C:A1.7 Understand the importance of planning</li> <li>C:A1.8 Pursue and develop competency in areas of interest</li> <li>C:A1.9 Develop hobbies and vocational interests</li> <li>C:A1.10 Balance between work and leisure time</li> </ul> <p><b>C:A2 Develop Employment Readiness</b></p> <ul style="list-style-type: none"> <li>C:A2.1 Acquire employability skills such as working on a team, problem-solving and organizational skills</li> <li>C:A2.2 Apply job readiness skills to seek employment opportunities</li> <li>C:A2.3 Demonstrate knowledge about the changing workplace</li> <li>C:A2.4 Learn about the rights and responsibilities of employers and employees</li> <li>C:A2.5 Learn to respect individual uniqueness in the workplace</li> <li>C:A2.6 Learn how to write a résumé</li> <li>C:A2.7 Develop a positive attitude toward work and learning</li> <li>C:A2.8 Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace</li> <li>C:A2.9 Utilize time- and task-management skills</li> </ul> <p><b>Mindset Standards:</b></p> <ul style="list-style-type: none"> <li>M4. Understanding that postsecondary education and life-long learning are necessary for long-term career success</li> <li>M5. Belief in using abilities to their fullest to achieve high-quality results and outcomes</li> <li>M6. Positive attitude toward work and learning</li> </ul> <p><b>Behavior Standards:</b></p>	<p><b><u>ASSESSMENTS/ OTHER EVIDENCE:</u></b></p> <ul style="list-style-type: none"> <li>● Independent study</li> <li>● Internships</li> <li>● ELOs (extended learning opportunities)</li> <li>● JROTC</li> <li>● Athletics</li> <li>● Naviance</li> <li>● Career Interest Surveys</li> <li>● Business classes</li> <li>● Hour of Code</li> <li>● CTE (Career Technical Education)</li> <li>● IMPACCT</li> <li>● Resume building</li> <li>● District wide College Day</li> <li>● Career Base Field Trips</li> <li>● Extra-curricular activities</li> <li>● Yearly planning with counselor (four-year plan)</li> <li>● College Fair</li> <li>● Career and Technical Pathways</li> </ul>

**Learning Strategies:**

B-LS1. Demonstrate critical-thinking skills to make informed decisions

B-LS2. Demonstrate creativity

B-LS5. Apply media and technology skills

B-LS7. Identify long- and short-term academic, career and social/ emotional goals

**Self-Management Skills:**

B-SMS1. Demonstrate ability to assume responsibility

B-SMS2. Demonstrate self-discipline and self-control

B-SMS3. Demonstrate ability to work independently

B-SMS5. Demonstrate perseverance to achieve long- and short-term goals

B-SMS8. Demonstrate the ability to balance school, home and community activities

**Social Skills:**

B-SS2. Create positive and supportive relationships with other students

B-SS3. Create relationships with adults that support success

B-SS5. Demonstrate ethical decision making and social responsibility

B-SS7. Use leadership and teamwork skills to work effectively in diverse teams

# Windham School District Curriculum

## Content Topic: Career Development - Grades 9-12

### Stage 1 Desired Results

<b>Content Standards:</b> C:B1 C:B2	<i>Transfer</i>	
	Students will employ strategies to achieve future career goals with success and satisfaction.	
<b>Mindful Standards:</b> M2 M4	<i>Meaning</i>	
	<b>ENDURING UNDERSTANDINGS</b> <i>Students will understand that ...</i> They should acquire a set 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 lifespan.  Career development goals and competencies ensure that students develop career goals as a result of their participation in a comprehensive plan of career awareness, exploration and preparation activities.	<b>ESSENTIAL QUESTIONS</b>  How will the WSD School Counseling Program provide a foundation for students to acquire the skills, attitudes, and knowledge to prepare them to make a successful transition from school to post-secondary options?
<b>Behavior Standards:</b> B-LS 7 B-LS 8 B-LS 9 B-SMS 5 B-SMS 8 B-SMS 10 B-SS 6 B-SS 8	<i>Acquisition</i>	
	Students will know ... <ul style="list-style-type: none"> <li>● Decision making, career planning, course selection</li> <li>● Personal skills, interests, abilities</li> <li>● Career-planning process</li> <li>● Research career information</li> <li>● Different career choices and paths</li> <li>● Economic and societal influences</li> <li>● Education and training</li> <li>● Opportunities to demonstrate career readiness</li> <li>● Course selection</li> </ul>	<i>Students will be skilled at ...</i> <ul style="list-style-type: none"> <li>● Learn good decision making and long term career planning that fits with one's skills, interests and abilities.</li> <li>● Using Naviance as a resource for researching careers, education, and required training.</li> <li>● Take advantage of internships, job shadowing, mentoring, paid work and other opportunities to help identify career goals.</li> <li>● Maintain a portfolio of all career related experiences to demonstrate skills and knowledge attained.</li> </ul>

## Stage 2 - Evidence

<i>Full Standard</i>	<i>Assessment Evidence</i>
<p><b>C:B1 Acquire Career Information</b></p> <ul style="list-style-type: none"> <li>C:B1.1 Apply decision-making skills to career planning, course selection and career transition</li> <li>C:B1.2 Identify personal skills, interests and abilities and relate them to current career choice</li> <li>C:B1.3 Demonstrate knowledge of the career-planning process</li> <li>C:B1.4 Know the various ways in which occupations can be classified</li> <li>C:B1.5 Use research and information resources to obtain career information</li> <li>C:B1.6 Learn to use the Internet to access career-planning information</li> <li>C:B1.7 Describe traditional and nontraditional career choices and how they relate to career choice</li> <li>C:B1.8 Understand how changing economic and societal needs influence employment trends and future training</li> </ul> <p><b>C:B2 Identify Career Goals</b></p> <ul style="list-style-type: none"> <li>C:B2.1 Demonstrate awareness of the education and training needed to achieve career goals</li> <li>C:B2.2 Assess and modify their educational plan to support career</li> <li>C:B2.3 Use employability and job readiness skills in internship, mentoring, shadowing and/or other work experience</li> <li>C:B2.4 Select course work that is related to career interests</li> <li>C:B2.5 Maintain a career-planning portfolio</li> </ul> <p><b>Mindset Standards:</b></p> <ul style="list-style-type: none"> <li>M2. Self-confidence in ability to succeed</li> <li>M4. Understanding that postsecondary education and life-long learning are necessary for long-term career success</li> </ul> <p><b>Behavior Standards:</b></p> <p><b>Learning Strategies:</b></p> <ul style="list-style-type: none"> <li>B-LS7. Identify long- and short-term academic, career and social/ emotional goals</li> <li>B-LS8. Actively engage in challenging coursework</li> <li>B-LS9. Gather evidence and consider multiple perspectives to make informed decisions</li> </ul>	<p><b><u>ASSESSMENTS/ OTHER EVIDENCE:</u></b></p> <ul style="list-style-type: none"> <li>● Naviance</li> <li>● Occupational Outlook Handbook</li> <li>● Internships</li> <li>● Independent Study</li> <li>● ELOs (extended learning opportunities)</li> <li>● CTE (Career Technical Education)</li> <li>● IMPACCT</li> <li>● Vocational Rehab</li> <li>● Hour of Code</li> <li>● Rigorous course load</li> <li>● Elective courses</li> <li>● Senior Action Plan</li> <li>● Career Based Field trips</li> <li>● Yearly planning with counselor (four-year plan)</li> <li>● Career and Technical Pathways</li> <li>● ASVAB- Career Exploration Program</li> </ul>

**Self-Management Skills:**

B-SMS5. Demonstrate perseverance to achieve long- and short-term goals

B-SMS8. Demonstrate the ability to balance school, home and community activities

B-SMS10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities

**Social Skills:**

B-SS6. Use effective collaboration and cooperation skills

B-SS8. Demonstrate advocacy skills and ability to assert self, when necessary

# Windham School District Curriculum

## Content Topic: Career Development - Grades 9-12

### Stage 1 Desired Results

<b>Content Standards:</b> C:C1 C:C2	<i>Transfer</i>	
	Students will understand the relationship between personal qualities, education, training and the world of work	
<b>Mindful Standards:</b> M1 M4	<i>Meaning</i>	
	<b>ENDURING UNDERSTANDINGS</b> <i>Students will understand that ...</i>  They should acquire a set 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 lifespan.  Career development goals and competencies ensure that students develop career goals as a result of their participation in a comprehensive plan of career awareness, exploration and preparation activities.	<b>ESSENTIAL QUESTIONS</b>  How will the WSD School Counseling Program provide a foundation for students to acquire the skills, attitudes, and knowledge to prepare them to make a successful transition from school to post-secondary options?
<b>Behavior Standards:</b> B-LS 4 B-LS 7 B-LS 10 B-SMS 4 B-SMS 5 B-SMS 8 B-SMS 10 B-SS 2 B-SS 3 B-SS 6 B-SS 7	<i>Acquisition</i>	
	Students will know ... <ul style="list-style-type: none"> <li>● Relationship between education and career success</li> <li>● Work and personal satisfaction</li> <li>● Influence of personal preferences/interests on career choice</li> <li>● Work's effect on lifestyle</li> <li>● Equity and access in career choice</li> <li>● Effect of interests, abilities and achievements on career</li> <li>● Conflict Management</li> <li>● Work as part of a team</li> <li>● Skill application</li> </ul>	<i>Students will be skilled at ...</i> <ul style="list-style-type: none"> <li>● Identifying the relationship between education and training for future career success.</li> <li>● Being aware of personal interests, abilities, talents and how that might influence career choices.</li> <li>● Knowing how a career can affect them personally and their future plans/goals.</li> <li>● Describe the keys to being a good employee and applying their knowledge in the workplace setting.</li> </ul>

## Stage 2 - Evidence

<i>Full Standard</i>	<i>Assessment Evidence</i>
<p><b>C:C1 Acquire Knowledge to Achieve Career Goals</b></p> <p>C:C1.1 Understand the relationship between educational achievement and career success</p> <p>C:C1.2 Explain how work can help to achieve personal success and satisfaction</p> <p>C:C1.3 Identify personal preferences and interests influencing career choice and success</p> <p>C:C1.4 Understand that the changing workplace requires lifelong learning and acquiring new skills</p> <p>C:C1.5 Describe the effect of work on lifestyle</p> <p>C:C1.6 Understand the importance of equity and access in career choice</p> <p>C:C1.7 Understand that work is an important and satisfying means of personal expression</p> <p><b>C:C2 Apply Skills to Achieve Career Goals</b></p> <p>C:C2.1 Demonstrate how interests, abilities and achievement relate to achieving personal, social, educational and career goals</p> <p>C:C2.2 Learn how to use conflict management skills with peers and adults</p> <p>C:C2.3 Learn to work cooperatively with others as a team member</p> <p>C:C2.4 Apply academic and employment readiness skills in work based learning situations such as internships, shadowing and/or mentoring experiences</p> <p><b>Mindset Standards:</b></p> <p>M1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being</p> <p>M4. Understanding that postsecondary education and life-long learning are necessary for long-term career success</p> <p><b>Behavior Standards:</b></p> <p><b>Learning Strategies:</b></p> <p>B-LS4. Apply self-motivation and self-direction to learning</p> <p>B-LS7. Identify long- and short-term academic, career and social/ emotional goals</p> <p>B-LS10. Participate in enrichment and extracurricular activities</p> <p><b>Self-Management Skills:</b></p> <p>B-SMS4. Demonstrate ability to delay immediate gratification for long term rewards</p> <p>B-SMS5. Demonstrate perseverance to achieve long- and short-term goals</p> <p>B-SMS8. Demonstrate the ability to balance school, home and community activities</p> <p>B-SMS10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities</p>	<p><b><u>ASSESSMENTS/ OTHER EVIDENCE:</u></b></p> <ul style="list-style-type: none"> <li>● Course offerings</li> <li>● Vocational Opportunities</li> <li>● Naviance</li> <li>● College Board Resources</li> <li>● School to Career</li> <li>● Vocational Field Sites</li> <li>● Parenting and Child Development</li> <li>● CTE Programs</li> <li>● Internships</li> <li>● Independent Studies</li> <li>● ELOs</li> <li>● IMPACCT</li> <li>● Yearly planning with counselor (four-year plan)</li> </ul>

**Social Skills:**

B-SS2. Create positive and supportive relationships with other students

B-SS3. Create relationships with adults that support success

B-SS6. Use effective collaboration and cooperation skills

B-SS7. Use leadership and teamwork skills to work effectively in diverse teams

Title of Curriculum: Grades 9-12- Personal/Social Development\*

Unit Name	Why	How	What
Personal/Social Development	<ul style="list-style-type: none"> <li>● Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and other</li> </ul>	<ul style="list-style-type: none"> <li>● Students will identify their personal beliefs and attitudes and how they can use those when setting future goals.</li> <li>● Understanding personal rights and boundaries and the importance of respecting others' rights and boundaries</li> <li>● Understanding how your role in your family, peer groups and other groups will change and grow over time.</li> <li>● Learn how to speak in a manner and tone and how to have an effective conversation with peers where friendships can be developed.</li> </ul>	<ul style="list-style-type: none"> <li>● GSA</li> <li>● Advisory</li> <li>● Peer mentoring/Tutoring</li> <li>● Athletics</li> <li>● Extracurricular Activities</li> <li>● S.M.I.L.E.S</li> <li>● Spirit Week</li> <li>● Challenge Day</li> <li>● School Climate</li> <li>● Wellness Class</li> <li>● Individual Counseling</li> <li>● Assemblies</li> <li>● Speakers</li> <li>● Bullying Prevention</li> <li>● Junior Leadership</li> <li>● Social Skills Group</li> <li>● Executive Functioning</li> <li>● Leadership Clubs</li> <li>● Universal Screening</li> <li>● MTSS-B</li> <li>● Wellness Awareness</li> <li>● Mental Health Presentations</li> </ul>
	<ul style="list-style-type: none"> <li>● Students will make decisions, set goals and take necessary action to achieve goals.</li> </ul>	<ul style="list-style-type: none"> <li>● Using a decision making and problem solving model and will: understand the consequences of those decisions; identify alternative solutions to problems; and develop effective coping skills for dealing with problems.</li> </ul>	<ul style="list-style-type: none"> <li>● Naviance Program</li> <li>● 9<sup>th</sup> Grade Orientation</li> <li>● Post-Secondary Planning</li> <li>● College Visitations</li> <li>● Resume Writing</li> <li>● Practice Interview</li> <li>● Small Group/Individual Counseling</li> <li>● FOL/EF Studies</li> </ul>

		<ul style="list-style-type: none"> <li>● Being aware of and respecting the many individual and cultural differences of those around them.</li> <li>● Identifying both long and short term goals, including alternative ways to achieve goals, setting realistic goals and being persistent in achieving those goals.</li> </ul>	<ul style="list-style-type: none"> <li>● Life Skills</li> <li>● IMPACCT</li> <li>● Smiles</li> <li>● Advisories</li> <li>● Yearbook Committee</li> <li>● Leadership Clubs</li> <li>● Athletics</li> </ul>
	<ul style="list-style-type: none"> <li>● Students will understand safety and survival skills.</li> </ul>	<ul style="list-style-type: none"> <li>● Understanding the relationship between rules, laws and safety and the difference between appropriate and inappropriate physical contact.</li> <li>● Knowing how to set boundaries and differentiate between situations requiring peer versus adult/professional help</li> <li>● Identifying resources/people in the school and community and how to seek their help</li> <li>● Identifying the emotional and physical dangers of substance abuse and how to make healthy choices.</li> <li>● Using effective coping skills for managing stress, conflict and life events.</li> </ul>	<ul style="list-style-type: none"> <li>● Assemblies</li> <li>● Wellness/Health Classes</li> <li>● Alcohol and Drug Awareness</li> <li>● Red Ribbon Week</li> <li>● ADD Drills</li> <li>● Mock Prom Accident</li> <li>● Fire Drills</li> </ul>

\*Standards are introduced, but may not be mastered at each grade level

# Windham School District Curriculum

## Content Topic: Personal/Social Development - Grades 9-12

### Stage 1 Desired Results

<b>Content Standards:</b> PS:A1 PS:A2	<i>Transfer</i>	
	Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and other	
<b>Mindful Standards:</b> M1 M2	<i>Meaning</i>	
	ENDURING UNDERSTANDINGS <i>Students will understand that ...</i>  They need to develop a personal foundation for personal and social growth as students' progress through school into adulthood.  Personal/social development contributes to academic and career success by helping students understand and respect themselves and others, acquire effective interpersonal skills, understand safety and survival skills and develop into contributing members of society.	ESSENTIAL QUESTIONS  How will the Windham School Counseling program provide the foundation for personal, social and emotional growth as students' progress through school and into adulthood.
<b>Behavior Standards:</b> B-LS 1 B-LS 7 B-LS 9 B-SMS 1 B-SMS 2 B-SMS 7 B-SMS 8 B-SMS 9 B-SS 2 B-SS 3 B-SS 4 B-SS 8 B-SS 9	<i>Acquisition</i>	
	Students will know ... <ul style="list-style-type: none"> <li>● Attitudes, values and beliefs</li> <li>● Goal setting and change</li> <li>● Feelings and behavior</li> <li>● Personal boundaries, rights and self-control</li> <li>● Changing roles</li> <li>● Respecting others beliefs</li> <li>● Communication skills</li> <li>● Being a good friend</li> </ul>	Students will be skilled at ... <ul style="list-style-type: none"> <li>● Students will identify their personal beliefs and attitudes and how they can use those when setting future goals.</li> <li>● Understanding personal rights and boundaries and the importance of respecting others' rights and boundaries</li> <li>● Understanding how your role in your family, peer groups and other groups will change and grow over time.</li> <li>● Learn how to speak in a manner and tone and how to have an effective conversation with peers where friendships can be developed.</li> </ul>

## Stage 2 - Evidence

<i>Full Standard</i>	<i>Assessment Evidence</i>
<p><b>PS:A1 Acquire Self-knowledge</b></p> <p>PS:A1.1 Develop positive attitudes toward self as a unique and worthy person</p> <p>PS:A1.2 Identify values, attitudes and beliefs</p> <p>PS:A1.3 Learn the goal-setting process</p> <p>PS:A1.4 Understand change is a part of growth</p> <p>PS:A1.5 Identify and express feelings</p> <p>PS:A1.6 Distinguish between appropriate and inappropriate behavior</p> <p>PS:A1.7 Recognize personal boundaries, rights and privacy needs</p> <p>PS:A1.8 Understand the need for self-control and how to practice it</p> <p>PS:A1.9 Demonstrate cooperative behavior in groups</p> <p>PS:A1.10 Identify personal strengths and assets</p> <p>PS:A1.11 Identify and discuss changing personal and social roles</p> <p>PS:A1.12 Identify and recognize changing family roles</p> <p><b>PS:A2 Acquire Interpersonal Skills</b></p> <p>PS:A2.1 Recognize that everyone has rights and responsibilities</p> <p>PS:A2.2 Respect alternative points of view</p> <p>PS:A2.3 Recognize, accept, respect and appreciate individual differences</p> <p>PS:A2.4 Recognize, accept and appreciate ethnic and cultural diversity</p> <p>PS:A2.5 Recognize and respect differences in various family configurations</p> <p>PS:A2.6 Use effective communications skills</p> <p>PS:A2.7 Know that communication involves speaking, listening and nonverbal behavior</p> <p>PS:A2.8 Learn how to make and keep friends</p> <p><b>Mindset Standards:</b></p> <p>M1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being</p> <p>M2. Self-confidence in ability to succeed</p> <p><b>Behavior Standards:</b></p> <p><b>Learning Strategies:</b></p> <p>B-LS1. Demonstrate critical-thinking skills to make informed decisions</p> <p>B-LS7. Identify long- and short-term academic, career and social/ emotional goals</p> <p>B-LS9. Gather evidence and consider multiple perspectives to make informed decisions</p>	<p><b><u>ASSESSMENTS/ OTHER EVIDENCE:</u></b></p> <ul style="list-style-type: none"> <li>● GSA</li> <li>● Advisory</li> <li>● Peer mentoring/Tutoring</li> <li>● Athletics</li> <li>● Extracurricular Activities</li> <li>● S.M.I.L.E.S</li> <li>● Spirit Week</li> <li>● Challenge Day</li> <li>● School Climate</li> <li>● Wellness Class</li> <li>● Individual Counseling</li> <li>● Assemblies</li> <li>● Speakers</li> <li>● Bullying Prevention</li> <li>● Junior Leadership</li> <li>● Social Skills Group</li> <li>● Executive Functioning</li> <li>● Leadership Clubs</li> <li>● Universal Screening</li> <li>● MTSS-B</li> <li>● Wellness Awareness</li> <li>● Mental Health Presentations</li> </ul>

**Self-Management Skills:**

- B-SMS1. Demonstrate ability to assume responsibility
- B-SMS2. Demonstrate self-discipline and self-control
- B-SMS7. Demonstrate effective coping skills when faced with a problem
- B-SMS8. Demonstrate the ability to balance school, home and community activities
- B-SMS9. Demonstrate personal safety skills

**Social Skills:**

- B-SS2. Create positive and supportive relationships with other students
- B-SS3. Create relationships with adults that support success
- B-SS4. Demonstrate empathy
- B-SS8. Demonstrate advocacy skills and ability to assert self, when necessary
- B-SS9. Demonstrate social maturity and behaviors appropriate to the situation and environment

# Windham School District Curriculum

## Content Topic: Personal/Social Development - Grades 9-12

### Stage 1 Desired Results

<b>Content Standards:</b> PS:B1	<i>Transfer</i>	
	Students will make decisions, set goals and take necessary action to achieve goals.	
<b>Mindful Standards:</b> M1 M4 M6	<i>Meaning</i>	
	<b>ENDURING UNDERSTANDINGS</b> <i>Students will understand that ...</i> They need to develop a personal foundation for personal and social growth as students progress through school into adulthood.	<b>ESSENTIAL QUESTIONS</b> How will the Windham School Counseling program provide the foundation for personal, social and emotional growth as students progress through school and into adulthood.
<b>Behavior Standards:</b> B-LS 1 B-LS 7 B-LS 9 B-SMS 1 B-SMS 2 B-SMS 7 B-SMS 8 B-SS 1 B-SS 2 B-SS 4 B-SS 5 B-SS 9	<i>Acquisition</i>	
	Students will know ... <ul style="list-style-type: none"> <li>● Decisions making and problem solving</li> <li>● Consequences</li> <li>● Coping skills</li> <li>● Problem solving and conflict resolution</li> <li>● Individual and cultural differences</li> <li>● Peer pressure</li> <li>● Goals</li> </ul>	<i>Students will be skilled at ...</i> <ul style="list-style-type: none"> <li>● Using a decision making and problem solving model and will: understand the consequences of those decisions; identify alternative solutions to problems; and develop effective coping skills for dealing with problems.</li> <li>● Being aware of and respecting the many individual and cultural differences of those around them.</li> <li>● Identifying both long and short term goals, including alternative ways to achieve goals, setting realistic goals and being persistent in achieving those goals.</li> </ul>

## Stage 2 - Evidence

<i>Full Standard</i>	<i>Assessment Evidence</i>
<p><b>PS:B1 Self-knowledge Application</b></p> <p>PS:B1.1 Use a decision-making and problem-solving model</p> <p>PS:B1.2 Understand consequences of decisions and choices</p> <p>PS:B1.3 Identify alternative solutions to a problem</p> <p>PS:B1.4 Develop effective coping skills for dealing with problems</p> <p>PS:B1.5 Demonstrate when, where and how to seek help for solving problems and making decisions</p> <p>PS:B1.6 Know how to apply conflict resolution skills</p> <p>PS:B1.7 Demonstrate a respect and appreciation for individual and cultural differences</p> <p>PS:B1.8 Know when peer pressure is influencing a decision</p> <p>PS:B1.9 Identify long- and short-term goals</p> <p>PS:B1.10 Identify alternative ways of achieving goals</p> <p>PS:B1.11 Use persistence and perseverance in acquiring knowledge and skills</p> <p>PS:B1.12 Develop an action plan to set and achieve realistic goals</p> <p><b>Mindset Standards:</b></p> <p>M1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being</p> <p>M4. Understanding that postsecondary education and life-long learning are necessary for long-term career success</p> <p>M6. Positive attitude toward work and learning</p> <p><b>Behavior Standards:</b></p> <p><b>Learning Strategies:</b></p> <p>B-LS1. Demonstrate critical-thinking skills to make informed decisions</p> <p>B-LS7. Identify long- and short-term academic, career and social/ emotional goals</p> <p>B-LS9. Gather evidence and consider multiple perspectives to make informed decisions</p> <p><b>Self-Management Skills:</b></p> <p>B-SMS1. Demonstrate ability to assume responsibility</p> <p>B-SMS2. Demonstrate self-discipline and self-control</p> <p>B-SMS7. Demonstrate effective coping skills when faced with a problem</p> <p>B-SMS8. Demonstrate the ability to balance school, home and community activities</p>	<p><b><u>ASSESSMENTS/ OTHER EVIDENCE:</u></b></p> <ul style="list-style-type: none"> <li>● Naviance Program</li> <li>● 9<sup>th</sup> Grade Orientation</li> <li>● Post-Secondary Planning</li> <li>● College Visitations</li> <li>● Resume Writing</li> <li>● Practice Interview</li> <li>● Small Group/Individual Counseling</li> <li>● FOL/EF Studies</li> <li>● Life Skills</li> <li>● IMPACCT</li> <li>● Smiles</li> <li>● Advisories</li> <li>● Yearbook Committee</li> <li>● Leadership Clubs</li> <li>● Athletics</li> </ul>

**Social Skills:**

B-SS1. Use effective oral and written communication skills and listening skills

B-SS2. Create positive and supportive relationships with other students

B-SS4. Demonstrate empathy

B-SS5. Demonstrate ethical decision making and social responsibility

B-SS9. Demonstrate social maturity and behaviors appropriate to the situation and environment

# Windham School District Curriculum

## Content Topic: Personal/Social Development - Grades 9-12

### Stage 1 Desired Results

<b>Content Standards:</b> PS:C1	<i>Transfer</i>	
	Students will understand safety and survival skills.	
<b>Mindful Standards:</b> M1 M2	<i>Meaning</i>	
	ENDURING UNDERSTANDINGS <i>Students will understand that ...</i> They need to develop a personal foundation for personal and social growth as students progress through school into adulthood.  Personal/social development contributes to academic and career success by helping students understand and respect themselves and others, acquire effective interpersonal skills, understand safety and survival skills and develop into contributing members of society.	ESSENTIAL QUESTIONS  How will the Windham School Counseling program provide the foundation for personal, social and emotional growth as students progress through school and into adulthood.
<b>Behavior Standards:</b> B-LS 1 B-LS 7 B-LS 9 B-SMS 1 B-SMS 2 B-SMS 4 B-SMS 7 B-SMS 8 B-SMS 9 B-SS 2 B-SS 3 B-SS 4 B-SS 5 B-SS 8 B-SS 9	<i>Acquisition</i>	
	Students will know ... <ul style="list-style-type: none"> <li>● Personal information</li> <li>● Laws, safety, rules</li> <li>● Physical contact</li> <li>● Seeking help</li> <li>● Substance use/abuse</li> <li>● Stress management</li> <li>● Coping skills</li> </ul>	Students will be skilled at ... <ul style="list-style-type: none"> <li>● Understanding the relationship between rules, laws and safety and the difference between appropriate and inappropriate physical contact.</li> <li>● Knowing how to set boundaries and differentiate between situations requiring peer versus adult/professional help.</li> <li>● Identifying resources/people in the school and community and how to seek their help</li> <li>● Identifying the emotional and physical dangers of substance abuse and how to make healthy choices.</li> <li>● Using effective coping skills for managing stress, conflict and life events.</li> </ul>

## Stage 2 - Evidence

<i>Full Standard</i>	<i>Assessment Evidence</i>
<p><b>PS:C1 Acquire Personal Safety Skills</b></p> <p>PS:C1.1 Demonstrate knowledge of personal information (i.e., telephone number, home address, emergency contact)</p> <p>PS:C1.2 Learn about the relationship between rules, laws, safety and the protection of rights of the individual</p> <p>PS:C1.3 Learn about the differences between appropriate and inappropriate physical contact</p> <p>PS:C1.4 Demonstrate the ability to set boundaries, rights and personal privacy</p> <p>PS:C1.5 Differentiate between situations requiring peer support and situations requiring adult professional help</p> <p>PS:C1.6 Identify resource people in the school and community, and know how to seek their help</p> <p>PS:C1.7 Apply effective problem-solving and decision-making skills to make safe and healthy choices</p> <p>PS:C1.8 Learn about the emotional and physical dangers of substance use and abuse</p> <p>PS:C1.9 Learn how to cope with peer pressure</p> <p>PS:C1.10 Learn techniques for managing stress and conflict</p> <p>PS:C1.11 Learn coping skills for managing life events.</p> <p><b>Mindset Standards:</b></p> <p>M1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being</p> <p>M2. Self-confidence in ability to succeed</p> <p><b>Behavior Standards:</b></p> <p><b>Learning Strategies:</b></p> <p>B-LS1. Demonstrate critical-thinking skills to make informed decisions</p> <p>B-LS7. Identify long- and short-term academic, career and social/ emotional goals</p> <p>B-LS9. Gather evidence and consider multiple perspectives to make informed decisions</p> <p><b>Self-Management Skills:</b></p> <p>B-SMS1. Demonstrate ability to assume responsibility</p> <p>B-SMS2. Demonstrate self-discipline and self-control</p> <p>B-SMS4. Demonstrate ability to delay immediate gratification for long term rewards</p> <p>B-SMS7. Demonstrate effective coping skills when faced with a problem</p> <p>B-SMS8. Demonstrate the ability to balance school, home and community activities</p> <p>B-SMS9. Demonstrate personal safety skills</p>	<p><b><u>ASSESSMENTS/ OTHER EVIDENCE:</u></b></p> <ul style="list-style-type: none"> <li>● Assemblies</li> <li>● Wellness/Health Classes</li> <li>● Alcohol and Drug Awareness</li> <li>● Red Ribbon Week</li> <li>● ADD Drills</li> <li>● Mock Prom Accident</li> <li>● Fire Drills</li> </ul>

**Social Skills:**

B-SS2. Create positive and supportive relationships with other students

B-SS3. Create relationships with adults that support success

B-SS4. Demonstrate empathy

B-SS5. Demonstrate ethical decision making and social responsibility

B-SS8. Demonstrate advocacy skills and ability to assert self, when necessary

B-SS9. Demonstrate social maturity and behaviors appropriate to the situation and environment