

Brunswick Comprehensive School Counseling Program K-12 Philosophy and Mission Statement

Brunswick Philosophy

The purpose of a counseling program in a school setting is to support, promote and enhance the learning process for all students. To that end, the Brunswick School Counseling Program facilitates student development in three broad areas: Academic, Career and Personal/Social Emotional Development.

Brunswick Mission Statement

A comprehensive and developmental counseling program is a team effort involving school personnel, students, parents and the community. This program promotes personal, social and emotional growth, educational and career development. The school and community work together to facilitate opportunities and choices for students so that they may become productive, responsible citizens who are lifelong learners.

Components of Brunswick's School Counseling Program

Developmental in Nature

- School Counselors implement district approved programs and services to meet the needs of students at various growth and developmental stages. The Brunswick Model, using the Maine Learning Results and the American School Counseling Association National Standards model as a guide, defines what students should know and be able to do as a result of participating in a school counseling program.
- The domains for academic development guide the school counseling program to implement strategies and activities to support and maximize student learning. Academic development includes acquiring attitudes, knowledge and skills that contribute to effective learning in school and across the life span.
- The domains for career development guide the school counseling program to provide the foundation for the acquisition of skills, attitudes and knowledge enabling students to make a successful transition from school to the world of work and from job to job across the life span. Career development includes the employment of strategies to achieve future career success and job satisfaction as well as fostering understanding of the relationship between personal qualities, education and training and the world of work.
- The domains for personal/social development guide the school counseling program to provide the foundation for personal/social growth as students progress through school and into adulthood. Personal/social development includes the acquisition of skills, attitudes and knowledge that help students understand and respect self and others, acquire effective interpersonal skills, understand safety skills and develop into contributing members of our society.
****Note: The K-5 Health Curriculum Learning Results have been incorporated into the Counseling Units of Study. Responsibility for the delivery of this curriculum lies with a collaborative effort among all K-5 staff under the direction of the building principal.

Integral Part of the Total Educational Program

The Brunswick Model for School Counseling Programs supports the school's academic mission by promoting and enhancing the learning process for all students through an integration of academic, career and personal/social development. As specialists in child and adolescent development, school counselors coordinate the objectives, strategies, and activities of a developmental school counseling program. School counselors are specially trained educators in a position to address situations within the schools that hinder students' academic success.

- A. School counselors are aware of the data identifying patterns of achievement and behaviors affecting student success. They provide the leadership to assess school needs, to identify issues and to collaborate with others to develop solutions.

Has a Delivery System

The Brunswick Model uses four components in the delivery of the program:

- The curriculum component provides a method by which every student receives school counseling curriculum content in a systematic way. (see attached unit designs)
- The individual student-planning component provides all students an opportunity to work closely with their parents or guardians to plan and monitor their growth and development and take action on their next steps personally, educationally and occupationally.
- The responsive services component responds to the direct, immediate concerns of students and includes, but is not limited to, individual counseling, crisis counseling, referrals and consultations with parents or guardian, teachers, or others specialists.
- The system support component enables the school counseling process to be effective through: leadership, advocacy, consultation, collaboration, program management and professional development.

Implemented by State-Credentialed School Counselors

- School counselors in Brunswick are credentialed by the state, and possess a master's degree.

Conducted in Collaboration

- School counselors work collaboratively with parents or guardians, community members, school personnel, and other professionals as part of the student support services team. School counselors play a supportive role as team members in their respective schools as it relates to school wide behavior plans and expectations.

Monitors Student Progress

- Counselors monitor academic progress and achievement using a variety of methods including review of data, consultation with students, teachers and parents, and other anecdotal information.

Responsive to Data

- As members of teams which could include Attendance Committees, Student Assistance Teams and RTI, School counselors play a role in the collection and analysis of data, using those results to create a picture of student needs, evaluate the quality of programs and services, make necessary adjustments, and provide an accountable way to align the school counseling program with school and district missions.

Seeks Improvement

- School counselors evaluate the quality of their existing school counseling programs and services and make necessary adjustments in collaboration with school and district administration.

Shares Successes

- School counselors share the results of successful programs with local, state and national stakeholders as appropriate.

Brunswick Standards

The Brunswick Counseling program facilitates student development in the three areas listed below. Each of these areas of student development encompasses a variety of desired student learning standards. Standards for each area provide guidance and direction for developing an effective program. The program reflects a progression of student development throughout the K-12 sequence. School counselors utilize a variety of strategies, activities, delivery methods and resources to promote the desired student development.

ACADEMIC DEVELOPMENT

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

Standard B: Students will complete school with the academic preparation necessary to choose from a wide range of postsecondary options.

Standard C: Students will understand the ongoing relationship of education to the world of work, and to life at home and in the community

CAREER DEVELOPMENT

Standard A: Students will acquire the skills to investigate and make appropriate decisions regarding the world of work.

Standard B: Students will employ strategies to achieve future success and satisfaction in their chosen profession.

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

PERSONAL/SOCIAL

Standard A: Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect themselves and others.

Standard B: Students will demonstrate the ability to set goals, make thoughtful decisions and problem solve to achieve goals.

Standard C: Students will acquire personal safety skills.

| School Counseling Curriculum | | |
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| Content Area: Academic Development | | Grade: K-2 |
| Performance Indicators | Brunswick Standards | Required Units & Sample Resources/Activities |
| <p>Academic Content Standard A: Skills for Learning <i>Essential Question:</i> What skills, knowledge and attitudes are needed to be an effective learner in school and across the life span? <i>Curricular Outcome:</i> Learners will demonstrate the ability to perform successfully in school, and in the broader community. Concepts include, but are not limited to, positive behavior and motivation, and responsibility for school success.</p> | <p>Standard A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and throughout life</p> | <p style="text-align: center;">Units</p> <p>Bullying Prevention Conflict Resolution Empathy</p> <hr/> <p style="text-align: center;">Sample Resources/Activities</p> <p>Unit 1: Skills for Learning Second Step Lessons 1-5 Teach and <u>reinforce school values</u> and rules – be kind, be safe, be responsible, do my best work. Developing group skills – how to work in a learning group. Teaching communication skills, listening skills in classes and small groups. Second Step activities</p> |
| Performance Indicators | Brunswick Standards | Required Units & Sample Resources/Activities |
| <p>Academic Content Standard B: School Success <i>Essential Question:</i> What kind of academic preparation is essential to choose from a wide range of substantial postsecondary options? <i>Curricular Outcome:</i> Learners will prepare themselves academically to choose from a range of choices following graduation. Concepts include, but are not limited to self-understanding and development, educational planning and choices and consequences.</p> | <p>Standard B: Students will complete school with the academic preparation necessary to choose from a wide range of postsecondary options</p> | <p style="text-align: center;">Units</p> <p>Aspirations/Career Development</p> <hr/> <p style="text-align: center;">Sample Resources/Activities</p> <p>Reading and discussion of books on self-esteem in groups and in classes Teaching language of feeling words. Introduction of “I” messages. Identifying and coping with strong feelings Reading and discussing of books including: “What I Like About Me” and drawing self-portraits</p> |
| Performance Indicators | Brunswick Standards | Required Units & Sample Resources/Activities |
| <p>Academic Content Standard C: Academics to Life Success <i>Essential Question:</i> What is the relationship of academics to the world of work and to life at home and in the community? <i>Curricular Outcome:</i> Learners will analyze the influence of academics to their many life roles. Concepts include, but are not limited to, successful transitioning through life stages and making connections between educational performance and career options</p> | <p>Standard C: Students will understand the ongoing relationship of education to the world of work and to life at home and in the community.</p> | <p style="text-align: center;">Units</p> <p>Career Development</p> <hr/> <p style="text-align: center;">Sample Resources/Activities</p> <p>Introduction to the many jobs/workers in the Coffin Community. Discussion of the importance of different roles each one has. Talk about the education needed for various jobs. Aspirations – grade 1. Students look at pictures of many workers in the Brunswick community.</p> |

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| | | Children discuss and draw and write about what they aspire to be when they grow up. Transitions –to kindergarten and later to HBS. |
| Content Area: Career Development | | Grade: K-2 |
| Performance Indicators | Brunswick Standards | Required Units & Sample Resources/Activities |
| Career Content Standard A: Investigate Careers <i>Essential Question:</i> What skills are needed to investigate the world of work? <i>Curricular Outcome:</i> Learners will demonstrate the skills to make career choices in relation to knowledge of self and knowledge of the world of work. Concepts include, but are not limited to, career readiness, locating and evaluating career resources, and understanding the global workplace. | Standard A: Students will acquire the skills to investigate and make appropriate decisions regarding the world of work. | Units Career Development <hr/> Sample Resources/Activities Using posters and books, students are introduced to the many options for them in the world of work – pictures of people doing various jobs. Class discussions of kinds of workers in their families and community |
| Performance Indicators | Brunswick Standards | Required Units & Sample Resources/Activities |
| Career Content Standard B: Career Success <i>Essential Question:</i> What skills are needed to achieve future career success and satisfaction? <i>Curricular Outcome:</i> Learners will apply strategies to achieve future career success and satisfaction. Concepts include, but are not limited to, career preparation, assessment of skills and personal qualities, and development of a plan. | Standard B: Students will employ strategies to achieve future success and satisfaction in their chosen profession | Units Career Development <hr/> Sample Resources/Activities Aspirations work – discussions and activities previously described. |
| Performance Indicators | Brunswick Standards | Required Units & Sample Resources/Activities |
| Career Content Standard C: Relationship between School and Work <i>Essential Question:</i> What is the relationship between personal qualities, education and training and the world of work? <i>Curricular Outcome:</i> Learners will demonstrate knowledge of the factors involved in career decision making. Concepts include, but are not limited to, student responsibilities, educational planning, self-assessment and career pathways. | Standard C: Students will understand the relationship between personal qualities, education, training, and the world of work. | Units Career Development <hr/> Sample Resources/Activities Previously described in Academic Content – Standard C: |

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| Content Area: Personal/Social Development | | Grade: K-2 |
| Performance Indicators | Brunswick Standards | Required Units & Sample Resources/Activities |
| <p>Personal/Social Content Standard A: Respect Self and Others</p> <p><i>Essential Question:</i> What is needed to understand self and respect self and others? <i>Curricular Outcome:</i> Learners will acquire the attitudes, knowledge and interpersonal skills to help them understand and respect self and others. Concepts include, but are not limited to, developing positive relationships, respect for others and effective communication.</p> | <p>Standard A: Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect themselves and others.</p> | <p>Units</p> <p>Empathy Conflict Resolution Bullying Prevention</p> <hr/> <p>Sample Resources/Activities</p> <p>Teaching “feeling” vocabulary K & 1 Reading and discussion of books using “feeling” words. Modeling “I messages” Modeling effective communication in group work Teaching cooperation skills Teaching conflict resolution skills Diversity Education Learning Friendship skills</p> |
| Performance Indicators | Brunswick Standards | Required Units & Sample Resources/Activities |
| <p>Personal/Social Content Standard B: Goal Setting and Attainment</p> <p><i>Essential Question:</i> What are the necessary steps for decision making and goal attainment? <i>Curricular Outcome:</i> Learners will demonstrate the ability to make decisions, set goals and to take necessary action to achieve the goals. Concepts include, but are not limited to, goal setting, decision making, and problem solving</p> | <p>Standard B: Students will demonstrate the ability to set goals, make thoughtful decisions and problem solve to achieve goals.</p> | <p>Units</p> <p>Empathy Conflict Resolution Healthy Choices Personal Safety</p> <hr/> <p>Sample Resources/Activities</p> <p>Teaching “I messages”, group problem solving Outline steps to effective problem solving with peers Students identify social/personal skills they want to improve.</p> |
| Performance Indicators | Brunswick Standards | Required Units & Sample Resources/Activities |
| <p>Personal/Social Content Standard C: Survival and Safety Skills</p> <p><i>Essential Question:</i> What are safety and survival skills for students? <i>Curricular Outcome:</i> Learners will demonstrate the proper application of safety skills</p> | <p>Standard C: Students will acquire personal safety skills</p> | <p>Units</p> <p>Bullying Prevention Healthy Choices Personal Safety Conflict Resolution</p> <hr/> <p>Teaching the importance of asking for safety issues</p> |

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| to their personal and physical well-being. Concepts include, but are not limited to, the influence of peer pressure, communication and conflict resolution skills, and anger management. | | Introduction to abuse prevention for all K-1 through SASSMM puppet plays Bullying prevention taught through books, discussion, and role plays. Teaching ways to cope with stress and anger |
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School Counseling Curriculum

| Content Area: Academic Development | | Grade: 3-5 |
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| Performance Indicators | Brunswick Standards | Required Units & Sample Resources/Activities |
| <p>Academic Content Standard A: Skills for Learning</p> <p><i>Essential Question:</i> What skills, knowledge and attitudes are needed to be an effective learner in school and across the life span?</p> <p><i>Curricular Outcome:</i> Learners will demonstrate the ability to perform successfully in school, and in the broader community. Concepts include, but are not limited to, positive behavior and motivation, and responsibility for school success.</p> | <p>Standard A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and throughout life</p> | <p style="text-align: center;">Units</p> <p>Empathy Conflict Resolution</p> <hr/> <p style="text-align: center;">Sample Resources/Activities</p> <p>Positive Behavior Interventions and Support Instruction (BPIS) Big Brother/Big Sister Programs Magic Circle Lessons “I” messages “Choices Wheel” Conflict Resolution activities Self Esteem/ILAC (“I am lovable and capable”)</p> |
| Performance Indicators | Brunswick Standards | Required Units & Sample Resources/Activities |
| <p>Academic Content Standard B: School Success</p> <p><i>Essential Question:</i> What kind of academic preparation is essential to choose from a wide range of substantial postsecondary options?</p> <p><i>Curricular Outcome:</i> Learners will prepare themselves academically to choose from a range of choices following graduation. Concepts include, but are not limited to self-understanding and development, educational planning and choices and consequences.</p> | <p>Standard B: Students will complete school with the academic preparation necessary to choose from a wide range of postsecondary options</p> | <p style="text-align: center;">Units</p> <p>Empathy</p> <hr/> <p style="text-align: center;">Sample Resources/Activities</p> <p>Magic Circle Lessons</p> |
| Performance Indicators | Brunswick Standards | Required Units & Sample Resources/Activities |
| <p>Academic Content Standard C: Academics to Life Success</p> <p><i>Essential Question:</i> What is the relationship of academics to the world of work and to life at home and in the community?</p> <p><i>Curricular Outcome:</i> Learners will analyze the influence of academics to their many life</p> | <p>Standard C: Students will understand the ongoing relationship of education to the world of work and to life at home and in the community.</p> | <p style="text-align: center;">Units</p> <p>Career Development</p> <hr/> <p style="text-align: center;">Sample Resources/Activities</p> <p>Field Trips organized by teaching staff Step-up days (teaching staff/BJHS staff)</p> |

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| <p>roles. Concepts include, but are not limited to, successful transitioning through life stages and making connections between educational performance and career options</p> | | |
| <p>Content Area: Career Development</p> | | <p>Grade: 3-5</p> |
| <p>Performance Indicators</p> | <p>Brunswick Standards</p> | <p>Required Units & Sample Resources/Activities</p> |
| <p>Career Content Standard A: Investigate Careers <i>Essential Question:</i> What skills are needed to investigate the world of work? <i>Curricular Outcome:</i> Learners will demonstrate the skills to make career choices in relation to knowledge of self and knowledge of the world of work. Concepts include, but are not limited to, career readiness, locating and evaluating career resources, and understanding the global workplace.</p> | <p>Standard A: Students will acquire the skills to investigate and make appropriate decisions regarding the world of work.</p> | <p>Units Career Development</p> <hr/> <p>Sample Resources/Activities Field Trips organized by teaching staff Making Assumptions Time Management</p> |
| <p>Performance Indicators</p> | <p>Brunswick Standards</p> | <p>Required Units & Sample Resources/Activities</p> |
| <p>Career Content Standard B: Career Success <i>Essential Question:</i> What skills are needed to achieve future career success and satisfaction? <i>Curricular Outcome:</i> Learners will apply strategies to achieve future career success and satisfaction. Concepts include, but are not limited to, career preparation, assessment of skills and personal qualities, and development of a plan.</p> | <p>Standard B: Students will employ strategies to achieve future success and satisfaction in their chosen profession</p> | <p>Units Career Development</p> <hr/> <p>Sample Resources/Activities Field Trips organized by teaching staff Making Assumptions Time Management</p> |
| <p>Performance Indicators</p> | <p>Brunswick Standards</p> | <p>Required Units & Sample Resources/Activities</p> |
| <p>Career Content Standard C: Relationship between School and Work <i>Essential Question:</i> What is the relationship between personal qualities, education and training and the world of work? <i>Curricular Outcome:</i> Learners will demonstrate knowledge of the factors involved in career decision making. Concepts include, but are not limited to, student responsibilities, educational planning, self-assessment and career pathways.</p> | <p>Standard C: Students will understand the relationship between personal qualities, education, training, and the world of work.</p> | <p>Units Career Development</p> <hr/> <p>Sample Resources/Activities Field Trips organized by teaching staff Magic Circle Making Assumptions Time Management</p> |

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| Content Area: Personal/Social Development | | Grade: 3-5 |
| Performance Indicators | Brunswick Standards | Required Units & Sample Resources/Activities |
| <p>Personal/Social Content Standard A: Respect Self and Others</p> <p><i>Essential Question:</i> What is needed to understand self and respect self and others? <i>Curricular Outcome:</i> Learners will acquire the attitudes, knowledge and interpersonal skills to help them understand and respect self and others. Concepts include, but are not limited to, developing positive relationships, respect for others and effective communication.</p> | <p>Standard A: Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect themselves and others.</p> | <p>Units</p> <p>Empathy Conflict Resolution Healthy Choices</p> <hr/> <p>Sample Resources/Activities</p> <p>Conflict Resolution Diversity Code of Ethics words “Feeling” vocabulary Magic Circle lessons “Safe, Respectful and Responsible” school</p> |
| Performance Indicators | Brunswick Standards | Required Units & Sample Resources/Activities |
| <p>Personal/Social Content Standard B: Goal Setting and Attainment</p> <p><i>Essential Question:</i> What are the necessary steps for decision making and goal attainment? <i>Curricular Outcome:</i> Learners will demonstrate the ability to make decisions, set goals and to take necessary action to achieve the goals. Concepts include, but are not limited to, goal setting, decision making, and problem solving</p> | <p>Standard B: Students will demonstrate the ability to set goals, make thoughtful decisions and problem solve to achieve goals.</p> | <p>Units</p> <p>Empathy Conflict Resolution Healthy Choices</p> <hr/> <p>Sample Resources/Activities</p> <p>5210 – Healthy Choices Choices Wheel Magic Circle lessons Skits around Code of Ethics words</p> |
| Performance Indicators | Brunswick Standards | Required Units & Sample Resources/Activities |
| <p>Personal/Social Content Standard C: Survival and Safety Skills</p> <p><i>Essential Question:</i> What are safety and survival skills for students? <i>Curricular Outcome:</i> Learners will demonstrate the proper application of safety skills to their personal and physical well-being.</p> | <p>Standard C: Students will acquire personal safety skills</p> | <p>Units</p> <p>Personal Safety Bullying Prevention Healthy Choices Conflict Resolution</p> <hr/> <p>Sample Resources/Activities</p> |

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| Concepts include, but are not limited to, the influence of peer pressure, communication and conflict resolution skills, and anger management. | | Substance Abuse lessons partnered with SASSMM |
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School Counseling Curriculum

Content Area: Academic Development

Grade: 6-8

| Performance Indicators | Brunswick Standards | Units & Sample Resources/Activities |
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| <p>Academic Content Standard A: Skills for Learning <i>Essential Question:</i> What skills, knowledge and attitudes are needed to be an effective learner in school and across the life span? <i>Curricular Outcome:</i> Learners will demonstrate the ability to perform successfully in school, and in the broader community. Concepts include, but are not limited to, positive behavior and motivation, and responsibility for school success.</p> | <p>Standard A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and throughout life</p> | <p style="text-align: center;">Units</p> <p>Transition Planning Conflict Resolution Goal Setting Stress Management</p> <hr/> <p style="text-align: center;">Sample Resources/Activities</p> <p>statement- “safe, engaged, challenged, supported, and healthy” learners Communication skills in small groups Conflict resolution Big Brothers/Big Sisters Develop a plan for Freshman year/high school Transition Planning (5-6 and 8-9) Peer Partners Get to know your counselor activities Goal setting/Stress Management</p> |
| Performance Indicators | Brunswick Standards | Required Units & Sample Resources/Activities |
| <p>Academic Content Standard B: School Success <i>Essential Question:</i> What kind of academic preparation is essential to choose from a wide range of substantial postsecondary options? <i>Curricular Outcome:</i> Learners will prepare themselves academically to choose from a range of choices following graduation. Concepts include, but are not limited to self-understanding and development, educational planning and choices and consequences.</p> | <p>Standard B: Students will complete school with the academic preparation necessary to choose from a wide range of postsecondary options</p> | <p style="text-align: center;">Units</p> <p>Career Development</p> <hr/> <p style="text-align: center;">Sample Resources/Activities</p> <p>Career Day-7th Grade High School Academic Planning-8th Gr.</p> |
| Performance Indicators | Brunswick Standards | Required Units & Sample Resources/Activities |
| <p>Academic Content Standard C: Academics to Life Success</p> | <p>Standard C: Students will understand the ongoing relationship of education to the world of work and to life at home</p> | <p style="text-align: center;">Units</p> <p>Career Development Transition Planning</p> |

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| <p>Essential Question: What is the relationship of academics to the world of work and to life at home and in the community?</p> <p>Curricular Outcome: Learners will analyze the influence of academics to their many life roles. Concepts include, but are not limited to, successful transitioning through life stages and making connections between educational performance and career options</p> | <p>and in the community.</p> | <p>Sample Resources/Activities</p> <p>Transitions- planning for 8th to 9th grade and 5th to 6th grade</p> <p>Step Up Day</p> <p>Region 10 Field Trip- 8th</p> <p>Career Day</p> |
| <p>Content Area: Career Development</p> | | <p>Grade: 6-8</p> |
| <p>Performance Indicators</p> | <p>Brunswick Standards</p> | <p>Required Units & Sample Resources/Activities</p> |
| <p>Career Content Standard A: Investigate Careers</p> <p>Essential Question: What skills are needed to investigate the world of work?</p> <p>Curricular Outcome: Learners will demonstrate the skills to make career choices in relation to knowledge of self and knowledge of the world of work. Concepts include, but are not limited to, career readiness, locating and evaluating career resources, and understanding the global workplace.</p> | <p>Standard A: Students will acquire the skills to investigate and make appropriate decisions regarding the world of work.</p> | <p>Units</p> <p>Career Development</p> <p>Transition Planning</p> <hr/> <p>Sample Resources/Activities</p> <p>Region #10 Field Trip- 8th grade</p> <p>Career Day- 7th grade</p> |
| <p>Performance Indicators</p> | <p>Brunswick Standards</p> | <p>Required Units & Sample Resources/Activities</p> |
| <p>Career Content Standard B: Career Success</p> <p>Essential Question: What skills are needed to achieve future career success and satisfaction?</p> <p>Curricular Outcome: Learners will apply strategies to achieve future career success and satisfaction. Concepts include, but are not limited to, career preparation, assessment of skills and personal qualities, and development of a plan.</p> | <p>Standard B: Students will employ strategies to achieve future success and satisfaction in their chosen profession</p> | <p>Units</p> <p>Career Development</p> <p>Transition Planning</p> <hr/> <p>Sample Resources/Activities</p> <p>Region10 Field Trip- 8th grade</p> <p>Career Day- 7th grade</p> |
| <p>Performance Indicators</p> | <p>Brunswick Standards</p> | <p>Required Units & Sample Resources/Activities</p> |
| <p>Career Content Standard C: Relationship between School and Work</p> <p>Essential Question: What is the relationship between personal qualities, education and training and the world of work?</p> <p>Curricular Outcome: Learners will demonstrate knowledge of the factors involved in career decision making. Concepts include, but are not limited to, student responsibilities, educational planning, self-assessment and career pathways.</p> | <p>Standard C: Students will understand the relationship between personal qualities, education, training, and the world of work.</p> | <p>Units</p> <p>Career Development</p> <p>Transition Planning</p> <hr/> <p>Sample Resources/Activities</p> <p>Region10 Field Trip- 8th grade</p> <p>Career Day- 7th grade</p> |

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| Content Area: Personal/Social Development | | Grade: 6-8 |
| Performance Indicators | Brunswick Standards | Required Units & Sample Resources/Activities |
| <p>Personal/Social Content Standard A: Respect Self and Others</p> <p><i>Essential Question:</i> What is needed to understand self and respect self and others?</p> <p><i>Curricular Outcome:</i> Learners will acquire the attitudes, knowledge and interpersonal skills to help them understand and respect self and others. Concepts include, but are not limited to, developing positive relationships, respect for others and effective communication.</p> | <p>Standard A: Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect themselves and others.</p> | <p>Units</p> <p>Personal Safety Conflict Resolution Bullying Prevention</p> <hr/> <p>Sample Resources/Activities</p> <p>Teaching conflict resolution skills in small groups Diversity Day Sweetser collaboration/referral No Name-Calling Week- school wide Mix-it-up Lunch Advisor bullying videos and discussion SSR bullying read-alouds and discussion Communication skills in small groups Conflict resolution Advisor Program Peer Partners</p> |
| Performance Indicators | Brunswick Standards | Required Units & Sample Resources/Activities |
| <p>Personal/Social Content Standard B: Goal Setting and Attainment</p> <p><i>Essential Question:</i> What are the necessary steps for decision making and goal attainment?</p> <p><i>Curricular Outcome:</i> Learners will demonstrate the ability to make decisions, set goals and to take necessary action to achieve the goals. Concepts include, but are not limited to, goal setting, decision making, and problem solving</p> | <p>Standard B: Students will demonstrate the ability to set goals, make thoughtful decisions and problem solve to achieve goals.</p> | <p>Units</p> <p>Conflict Resolution</p> <hr/> <p>Sample Resources/Activities</p> <p>Helping students identify social/personal skills Teaching anger management in small groups Teaching coping skills in individual and small group counseling Sweetser collaboration/referral Advisor Program Conflict resolution in small group and individual counseling</p> |
| Performance Indicators | Brunswick Standards | Required Units & Sample Resources/Activities |
| <p>Personal/Social Content Standard C: Survival and Safety Skills</p> | <p>Students will acquire personal safety skills</p> | <p>Units</p> <p>Personal Safety Suicide Prevention</p> |

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| <p>Essential Question: What are safety and survival skills for students? Curricular Outcome: Learners will demonstrate the proper application of safety skills to their personal and physical well-being. Concepts include, but are not limited to, the influence of peer pressure, communication and conflict resolution skills, and anger management.</p> | | <p>Internet Safety/Cyber-Bullying</p> <hr/> <p>Sample Resources/Activities No Name-Calling Week Advisor videos and discussions on bullying Substance abuse prevention-health classes Sweetser collaboration/referral Collaboration with SRO</p> |
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School Counseling Curriculum

Content Area: Academic Development

Grade: 9-12

| Performance Indicators | Brunswick Standards | Required Units & Sample Resources/Activities |
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| <p>Academic Content Standard A: Skills for Learning Essential Question: What skills, knowledge and attitudes are needed to be an effective learner in school and across the life span? Curricular Outcome: Learners will demonstrate the ability to perform successfully in school, and in the broader community. Concepts include, but are not limited to, positive behavior and motivation, and responsibility for school success.</p> | <p>Standard A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and throughout life</p> | <p style="text-align: center;">Units</p> <p>Transition Planning</p> <hr/> <p>Sample Resources/Activities Freshmen First Day – Introduction to HS, schedule, orientation to building/teachers. STAR/PSAT/SAT –Review and discussion of results and implications 4-Year Individual Planning with each student. College and Financial Aid Night Information College representative visits to the high school College Tours Academy group work</p> |
| Performance Indicators | Brunswick Standards | Required Units & Sample Resources/Activities |
| <p>Academic Content Standard B: School Success Essential Question: What kind of academic preparation is essential to choose from a wide range of substantial postsecondary options? Curricular Outcome: Learners will prepare themselves academically to choose from a range of choices following graduation. Concepts include, but are not limited to self-understanding and development, educational planning and choices and consequences.</p> | <p>Standard B: Students will complete school with the academic preparation necessary to choose from a wide range of postsecondary options</p> | <p style="text-align: center;">Units</p> <p>Transition Planning</p> <hr/> <p>Sample Resources/Activities 4-Year Individual Planning College and Financial Aid Night Information College Tours College Fair held on BHS campus/Reps Academy group work College Planning Class PSAT, SAT, ACT, Accuplacer Community College/University Same Day Acceptance at BHS</p> |
| Performance Indicators | Brunswick Standards | Required Units & Sample Resources/Activities |
| <p>Academic Content Standard C: Academics to Life Success Essential Question: What is the relationship of academics to the world of work and to life at home and in the community?</p> | <p>Standard C: Students will understand the ongoing relationship of education to the world of work and to life at home and in the community.</p> | <p style="text-align: center;">Units</p> <p>Career Awareness/Exploration</p> <p>Transition Planning</p> <hr/> <p>Sample Resources/Activities</p> |

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| <p>Curricular Outcome: Learners will analyze the influence of academics to their many life roles. Concepts include, but are not limited to, successful transitioning through life stages and making connections between educational performance and career options</p> | | <p>4-Year Individual Planning with each student College and Financial Aid Night Information College Tours College Fair held on BHS campus Academy group work College Planning Class PSAT, SAT, ACT, Accuplacer and follow up Same Day Acceptance at BHS</p> |
| <p>Content Area: Career Development</p> | | <p>Grade: 9-12</p> |
| <p>Performance Indicators</p> | <p>Brunswick Standards</p> | <p>Required Units & Sample Resources/Activities</p> |
| <p>Career Content Standard A: Investigate Careers Essential Question: What skills are needed to investigate the world of work? Curricular Outcome: Learners will demonstrate the skills to make career choices in relation to knowledge of self and knowledge of the world of work. Concepts include, but are not limited to, career readiness, locating and evaluating career resources, and understanding the global workplace.</p> | <p>Standard A: Students will acquire the skills to investigate and make appropriate decisions regarding the world of work.</p> | <p>Units Career Awareness/Exploration Transition</p> <hr/> <p>Sample Resources/Activities</p> <p>4-Year Individual Planning with each student 9th Grade Career Class College Planning Class - Career Exploration component Job Shadows/Internships Region #10 Introduction, Visitations, Enrollment College/Financial Aid Night Information College tours College Fair held on BHS campus Academy group work PSAT, SAT, ACT, Accuplacer and follow up Community College – Same Day Acceptance at BHS</p> |
| <p>Performance Indicators</p> | <p>Brunswick Standards</p> | <p>Required Units & Sample Resources/Activities</p> |
| <p>Career Content Standard B: Career Success Essential Question: What skills are needed to achieve future career success and satisfaction? Curricular Outcome: Learners will apply strategies to achieve future career success and satisfaction. Concepts include, but are not limited to, career preparation, assessment of skills and personal qualities, and development of a plan.</p> | <p>Standard B: Students will employ strategies to achieve future success and satisfaction in their chosen profession</p> | <p>Units Career Awareness/Exploration Transition</p> <hr/> <p>Sample Resources/Activities</p> <p>See above samples of resources and activities</p> |
| <p>Performance Indicators</p> | <p>Brunswick Standards</p> | <p>Required Units & Sample Resources/Activities</p> |
| <p>Career Content Standard C: Relationship between School and Work Essential Question: What is the relationship</p> | <p>Standard C: Students will understand the relationship between personal qualities, education, training, and the world of work.</p> | <p>Units Career Awareness/Exploration Post-Secondary Planning</p> <hr/> <p>Sample Resources/Activities</p> |

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| <p>between personal qualities, education and training and the world of work? Curricular Outcome: Learners will demonstrate knowledge of the factors involved in career decision making. Concepts include, but are not limited to, student responsibilities, educational planning, self-assessment and career pathways.</p> | | <p>College Night Information Financial Aid Night Information College visits College Fair held on BHS campus Academy group work College Planning Class PSAT, SAT, ACT, Accuplacer and follow up Community College – Same Day Acceptance</p> |
| Content Area: Personal/Social Development | | Grade: 9-12 |
| Performance Indicators | Brunswick Standards | Required Units & Sample Resources/Activities |
| <p>Personal/Social Content Standard A: Respect Self and Others Essential Question: What is needed to understand self and respect self and others? Curricular Outcome: Learners will acquire the attitudes, knowledge and interpersonal skills to help them understand and respect self and others. Concepts include, but are not limited to, developing positive relationships, respect for others and effective communication.</p> | <p>Standard A: Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect themselves and others.</p> | <p>Units Transition Bullying Prevention</p> <hr/> <p>Sample Resources/Activities Individual sessions with students Grade 9 First Day Program – “Bullying” – Center for the Prevention of Hate Violence Academy Groups – Self-Awareness, Problem Solving, Stress Management Sweetser Collaboration/Referral</p> |
| Performance Indicators | Brunswick Standards | Required Units & Sample Resources/Activities |
| <p>Personal/Social Content Standard B: Goal Setting and Attainment Essential Question: What are the necessary steps for decision making and goal attainment? Curricular Outcome: Learners will demonstrate the ability to make decisions, set goals and to take necessary action to achieve the goals. Concepts include, but are not limited to, goal setting, decision making, and problem solving</p> | <p>Standard B: Students will demonstrate the ability to set goals, make thoughtful decisions and problem solve to achieve goals.</p> | <p>Units Career Awareness/Exploration Post-Secondary Planning</p> <hr/> <p>Sample Resources/Activities Individual sessions with students 4-Year Individual Planning with each student Academy Groups - Self-Awareness, Problem Solving, Stress Management Sweetser Collaboration/Referral 9th Grade Careers Class College Planning Class</p> |
| Performance Indicators | Brunswick Standards | Required Units & Sample Resources/Activities |
| <p>Personal/Social Content Standard C: Survival and Safety Skills Essential Question: What are safety and survival skills for students? Curricular Outcome: Learners will demonstrate the proper application of safety skills to their personal and physical well-being. Concepts include, but are not limited to, the</p> | <p>Students will acquire personal safety skills</p> | <p>Units *See Health Units– Unit 8, 10 (gr. 10) Personal Health & Safety</p> <hr/> <p>Sample Resources/Activities Individual sessions with students Academy Groups Sweetser Collaboration/Referral Collaboration with SASSMM</p> |

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| influence of peer pressure, communication and conflict resolution skills, and anger management. | | Collaboration with Health Class teacher (gr. 10) Collaboration with school Resource Officer "5210" – with School Nurse |
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