

GUIDANCE COUNSELING

MIDDLE SCHOOL

STANDARD 1

The student understands and applies self-management for lifelong learning

To meet this standard, the student will:

Benchmark CMS.1.1: Understand and participate in a school environment

Indicators:

- CMS.1.1.1 Demonstrate an understanding of school rules and policies by using appropriate physical, verbal, and emotional behavior
- CMS.1.1.2 Strive for academic excellence to the glory of God

Benchmark CMS.1.2: Understand attitudes and behaviors related to academic achievement

Indicators:

- CMS.1.2.1 Identify internal/external factors which have caused beliefs, interests, and capabilities to change
- CMS.1.2.2 Explain how attitudes and behaviors can positively or negatively affect their academic achievement

Benchmark CMS.1.3: Formulate academic goals and plans to attain them

Indicators:

- CMS.1.3.1 Analyze the consequences of consistently setting realistic/unrealistic goals, and integrate belief systems into the goal-setting process
- CMS.1.3.2 Set short-term and long-range goals, and evaluate progress toward short-term goal attainment
- CMS.1.3.3 Recognize learning as a life-long process
- CMS.1.3.4 Acknowledge the importance of seeking God's guidance when planning

Benchmark CMS.1.4: Develop effective study skills

Indicators:

- CMS.1.4.1 Demonstrate effective note-taking skills utilizing effective listening skills
- CMS.1.4.2 Describe how study skills relate to selection and achievement in courses of study

Benchmark CM.1.5: Develop effective time management skills

Indicators:

- CMS.1.5.1 Describe steps needed to manage time to complete a report by the due date.
- CMS.1.5.2 Complete and turn in assignments on time utilizing and recording assignments and tests in a daily planner.
- CMS.1.5.3 Describe ways to improve time management skills
- CMS.1.5.4 Keep a balance between academic and other life priorities as faithful stewards

Key: 1. Grade/Focus Area 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

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MIDDLE SCHOOL

STANDARD 2

The student will develop an awareness of career and educational opportunities

To meet this standard, the student will:

Benchmark CMS.2.1: Apply knowledge of personal interests, abilities, and values to planning and decision making

Indicators:

- CMS.2.1.1 Participate in activities that utilize career information related to personal interests, abilities, and values
- CMS.2.1.2 Complete interest assessment and use results to describe top three interest areas, matching personal interests to broad career clusters or career pathways
- CMS.2.1.3 Identify career interests in terms of data, people, and things
- CMS.2.1.4 See themselves as good stewards with talents and abilities to develop and invest in God's purpose

Benchmark CMS.2.2: Demonstrate a knowledge of the benefits of educational achievement to occupational opportunities

Indicators:

- CMS.2.2.1 Develop four-year plan of study for high school by eighth grade
- CMS.2.2.2 Describe how the skills taught in school subjects are used in various occupations, and how change affects occupational requirements
- CMS.2.2.3 Describe how high school courses of study and continued lifelong learning enhance the ability to achieve goals
- CMS.2.2.4 Describe how aptitudes and abilities relate to broad occupational groups

Benchmark CMS.2.3: Understand the relationship between learning and work

Indicators:

- CMS.2.3.1 Demonstrate effective learning habits and employability skills
- CMS.2.3.2 Demonstrate an understanding of the importance of personal skills and attitudes to job success.
- CMS.2.3.3 Describe the relationship of personal attitudes, beliefs, abilities, and skills to occupations

Key: 1. Grade/Focus Area 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

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Benchmark CMS.2.4: Develop skills to understand and use career information

Indicators:

- CMS.2.4.1 Identify various ways that occupations can be classified, and explore occupational groups
- CMS.2.4.2 Demonstrate skills in identifying and using school and community resources to learn about occupational groups

Benchmark CMS.2.5: Understand how work relates to the needs and functions of the economy and society

Indicators:

- CMS.2.5.1 Describe the importance of work to society, and the relationship between work and economic and societal needs
- CMS.2.5.2 Describe the economic contributions workers make to society
- CMS.2.5.3 Explain the effects that societal, economic, and technological changes have on occupations

Benchmark CMS.2.6: Acquire knowledge of skills necessary to seek and obtain jobs.

Indicators:

- CMS.2.6.1 Demonstrate personal qualities (e.g., dependability, punctuality, getting along with others) that are needed to get and keep jobs
- CMS.2.6.2 Identify terms and concepts used in describing employment opportunities and conditions
- CMS.2.6.3 Demonstrate skills needed to complete a job application, and to be successful in a job interview

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MIDDLE SCHOOL

STANDARD 3

The student will develop career planning skills

To meet this standard, the student will:

Benchmark CMS.3.1: Apply decision-making skills to career and educational planning.

Indicators:

- CMS.3.1.1 Describe how career development is a continuous process with a series of choices and outcomes
- CMS.3.1.2 Describe how school courses are related to personal, educational, occupational interests, and career planning
- CMS.3.1.3 Identify advantages and disadvantages of various High School and Postsecondary Programs for the attainment of career goals and educational requirements

Benchmark CMS.3.2: Understand the process of career planning

Indicators:

- CMS.3.2.1 Demonstrate knowledge of exploratory processes and programs including school courses
- CMS.3.2.2 Demonstrate knowledge of academic and vocational programs offered at the high school level
- CMS.3.2.3 Describe skills needed in a variety of occupations, including self-employment.
- CMS.3.2.4 Identify strategies for managing personal resources (e.g., talents, time, and money) to achieve tentative career goals
- CMS.3.2.5 Develop an individual career plan by updating information from the elementary level plan and including tentative decisions to be implemented in high school
- CMS.3.2.6 Develop a personal plan in conjunction with their parents' input that gives them specific direction
- CMS.3.2.7 Seek church and community experiences to enhance faithful career stewardship

Benchmark CMS.3.3: Acquire knowledge of different occupations and changing male/female roles.

Indicators:

- CMS.3.3.1 Describe advantages and disadvantages of entering non-traditional occupations
- CMS.3.3.2 Be exposed to Christian adult workers serving Christ in a variety of occupational contexts
- CMS.3.3.3 Describe stereotypes, biases, and discriminatory behaviors that may limit career choice opportunities for women and men in certain occupations

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SCS Curriculum, Middle School Guidance Counseling, Approved May, 2011

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MIDDLE SCHOOL

STANDARD 4

The student will understand and apply personal and social developmental competencies

To meet this standard, the student will:

Benchmark CMS.4.1: Understand the influence of a positive self-concept.

Indicators:

- CMS.4.1.1 Describe personal likes and dislikes, and how beliefs and biblical principles contribute to self-concept
- CMS.4.1.2 Describe how to manage school/learning as an expression of self-concept
- CMS.4.1.3 Identify environmental influences on attitudes, behaviors, and aptitudes

Benchmark CMS.4.2: Understand the importance of growth and change.

Indicators:

- CMS.4.2.1 Identify internal/external causes of stress and ways of responding when under stress
- CMS.4.2.2 Describe changes that occur in the physical, psychological, social, and emotional development of an individual
- CMS.4.2.3 Describe the importance of career, family, and leisure activities to mental, emotional, physical, and economic well being
- CMS.4.2.4 Demonstrate knowledge of how to apply conflict resolution skills and anger management techniques

Benchmark CMS.4.3: Develop and demonstrate appropriate attitudes and behaviors

Indicators:

- CMS.4.3.1 Analyze how to behave in a variety of situations, identifying appropriate/inappropriate behaviors.
- CMS.4.3.2 Recognize the need to be responsible for one's own actions, to respect ideas, feelings, and viewpoints of others.
- CMS.4.3.3 Distinguish the relationship between feelings and behaviors, and how they can positively or negatively affect academic achievement.

Benchmark CMS.4.4: Develop personal safety skills

Indicators:

- CMS.4.4.1 Explain the relationship between personal responsibility, rules, laws, and safety.
- CMS.4.4.2 Demonstrate the ability to assert boundaries, rights, and personal privacy, and recognize attitudes and behaviors that lead to risky situations.
- CMS.4.4.3 Evaluate the dangers of alcohol, tobacco, and drug use, and describe ways to resist peer pressure.
- CMS.4.4.4 Understand the importance of sexual purity

Benchmark CMS.4.5: Identify common personal and interpersonal problems

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Indicators:

- CMS.4.5.1 Analyze and list the importance of each of the steps in a problem-solving process, and generate alternatives
- CMS.4.5.2 Realize that relationships, attitudes, and feelings change, which generate problems in the lifelong learning process
- CMS.4.5.2 Understand God's forgiveness and how it relates to personal and interpersonal conflicts

Benchmark CMS.4.6: Apply decision-making/problem-solving skills

Indicators:

- CMS.4.6.1 Analyze the importance of each of the steps in the decision-making process, and evaluate skills for making decisions
- CMS.4.6.2 Evaluate how change impacts life decisions, accept responsibility for decisions made, and analyze the consequences
- CMS.4.6.3 Demonstrate understanding of the risk factors of violence or substance abuse

Benchmark CMS.4.7: Demonstrate an awareness of school and community helpers and volunteers

Indicators:

- CMS.4.7.1 Demonstrate positive citizenship skills
- CMS.4.7.2 Identify various helpers within the classroom, school, family, and community
- CMS.4.7.3 Participate in group projects that benefit the community
- CMS.4.7.4 Describe the roles and contributions of community workers and volunteers

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MIDDLE SCHOOL

STANDARD 5

The student will demonstrate appropriate interpersonal and communication skills

To meet this standard, the student will:

Benchmark CMS.5.1: Demonstrate communication skills in speaking, listening, and nonverbal behavior

Indicators:

- CMS.5.1.1 Evaluate how listening and expression skills help make decisions, set goals, solve problems, and manage peer pressure
- CMS.5.1.2 Explain the importance of listening in order for communication to occur
- CMS.5.1.3 Give oral reports using all the basic communication skills

Benchmark CMS.5.2: Demonstrate skills to interact and work cooperatively in teams

Indicators:

- CMS.5.2.1 Evaluate how and why people organize to satisfy basic social needs, and identify behaviors that help or hinder group cooperation and effectiveness
- CMS.5.2.2 Analyze strengths/limitations in functioning in a group, and describe the benefits of working with a team
- CMS.5.2.3 Participate cooperatively and responsibly in a variety of groups, distinguishing personal needs from the needs of the group

Benchmark CMS.5.3: Identify appropriate ways to express thoughts and feelings

Indicators:

- CMS.5.3.1 Evaluate the effect of expressing appreciation.
- CMS.5.3.2 Analyze skills in interpreting feelings to others
- CMS.5.3.3 Understand the importance of seeking guidance from God through prayer before reacting to emotions

Benchmark CMS.5.4: Demonstrate effective skills for interacting with peers and adults

Indicators:

- CMS.5.4.1 Demonstrate the ability to get along with a variety of people, and identify positive attitudes and behaviors for making friends
- CMS.5.4.2 Analyze the skills they have for maintaining friendships, respecting ideas, feelings, and viewpoints of others
- CMS.5.4.3 Demonstrate skills to express opinions, attitudes, and beliefs in the classroom or other group settings
- CMS.5.4.4 Consider how biblical principles relate to developing appropriate relationships and interactions with others

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Benchmark CMS.5.5: Identify the affects of peer pressure

Indicators:

- CMS.5.5.1 Describe why it is important to be assertive in situations involving peer pressure
- CMS.5.5.2 Analyze ability to handle responsibility and conflicts arising from peer group involvement
- CMS.5.5.3 Distinguish between the characteristics of healthy and unhealthy friendships
- CMS.5.5.4 Relate Biblical principles to peer pressure

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SCS Curriculum, Middle School Guidance Counseling, Approved May, 2011

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MIDDLE SCHOOL

STANDARD 6

The student will demonstrate respect and value human diversity

To meet this standard, the student will:

Benchmark CMS.6.1: Demonstrate respect and appreciation for individual and cultural differences.

Indicators:

- CMS.6.1.1 Demonstrate respect for others as individuals and accept cultural memberships
- CMS.6.1.2 Demonstrate an appreciation for the similarities and differences among people
- CMS.6.1.3 Demonstrate respect for the feelings and beliefs of others
- CMS.6.1.4 Contrast Christian worldviews with other cultural and religious worldviews

Benchmark CMS.6.2: Describe stereotypes and their impact on self and others

Indicators:

- CMS.6.2.1 Evaluate how stereotyping affects relationships with others and recognize misconceptions about various cultures and societies
- CMS.6.2.2 Analyze how prejudicial actions are hurtful to individuals
- CMS.6.2.3 Understand how biblical principles relate to stereotypes and prejudices

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SCS Curriculum, Middle School Guidance Counseling, Approved May, 2011

GUIDANCE COUNSELING

MIDDLE SCHOOL

STANDARD 7

The student will understand the significance and impact of community involvement.

To meet this standard, the student will:

Benchmark CMS.7.1: Understand and enhance community.

Indicators:

- CMS.7.1.1 Describe positive strengths of a community including needs and resources
- CMS.7.1.2 Describe personal positive attitudes toward community
- CMS.7.1.3 Demonstrate the principle of “loving thy neighbor as thy self”

Benchmark CMS.7.2: Develop and participate in community volunteer service projects.

Indicators:

- CMS.7.2.1 Describe the personal benefits of community service and participation in extracurricular activities
- CMS.7.2.2 Describe how the community benefits from volunteerism

Benchmark CMS.7.3: Develop a sense of community pride.

Indicators:

- CMS. 7.3.1 Discuss examples of achievements by community members that foster community pride including the role of specific community workers and helpers.
- CMS.7.3.2 List and describe in-school and out-of-school activities that build a sense of pride in the community
- CMS.7.3.3 List and describe concepts and skills related to good citizenship.

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