

# Guidance 2019



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## Acknowledgements

### *Guidance Counselors*

Fernau, Linda..... Stanton  
McKeon, Mary..... Stanton

## District Mission Statement

The Stanton Community Schools exist to create, foster, and provide a positive learning environment in which all students can become responsible and productive members of the United States of America through academic, physical, social, vocational, technical, and emotional growth.

## Goals

### The students will:

1. Engage in a 21st century learning environment by
  - a. Exceeding learning standards in the core curricular areas of Language Arts, Mathematics, Science and Social Science.
  - b. Acquiring lifelong learning skills such as self-direction, adaptability, and higher-order thinking/problem solving. Also, included in these learning skills are researching information & reporting results, developing inter-personal & cross-cultural relationships, and utilizing the student's curiosity & creativity.
  - c. Utilizing learning technologies to explore & investigate concepts; access, manage, analyze, & synthesize information; and communicate & produce quality products.
2. Be prepared to compete in a global society following graduation.
3. Develop respect and a positive attitude for themselves and others.
4. Assume civic responsibility as a member of a family, community, nation, and world.
5. Develop an appreciation for the visual and performing arts.
6. Be provided with vocational and technological skills.
7. Have the knowledge and skills needed to maintain healthy and fit bodies throughout their lives.
8. Be provided an environment that stimulates emotional growth.
9. Assume responsibility and ownership for their education.

## K- 6 Guidance Curriculum Guides

### Kindergarten Guidance Curriculum

**Purpose Statement:** By the end of Kindergarten, students will be able to demonstrate skills for listening, identifying and managing feelings, playing fair with others and solving problems.

#### **Career Readiness Standards:**

Communicates effectively and appropriately, Makes sense of problems and perseveres in solving them, Uses critical thinking, Models ethical leadership and effective management, and Works productively in teams and demonstrates cultural competency.

#### **Focus:**

1. Skills for learning: Listening, following directions, being assertive
2. Identifying feelings
3. Managing feelings
4. Playing fair with others, friendship
5. Problem solving skills

**Outcome G.K.1:** Students will identify and demonstrate the listening skills necessary for learning.

- G.K.1.1 Identify and demonstrate the rules for listening in a group.
- G.K.1.2 Identify and demonstrate the Listening rules.
- G.K.1.3 Demonstrate listening and following directions in a game setting.
- G.K.1.4 Demonstrate being assertive using different scenarios.

**Outcome G.K.2:** Students will define and demonstrate empathy and compassion.

- G.K.2.1 Describe physical and situational clues that can help identify others' feelings.
- G.K.2.2 Identify anger as an uncomfortable feeling but not ok to be mean or hurt others.
- G.K.2.3 Compare physical and emotional similarities and differences.
- G.K.2.4 Identify what to say when they do something by accident and demonstrate how to apologize.
- G.K.2.5 Define compassion and demonstrate caring and helping behaviors.

**Outcome G.K.3:** Students will learn strategies to manage difficult feelings

- G.K.3.1 Identify feelings using physical clues.
- G.K.3.2 Identify “stop” and “name your feeling” as ways to begin to calm down.
- G.K.3.3 Demonstrate belly breathing as a calming-down strategy.
- G.K.3.4 Identify the physical signs of anger and calming-down strategies to use.
- G.K.3.5 Identify the physical signs of disappointment and calming-down strategies to use.

**Outcome G.K.4:** Students will identify ways to play fair with others.

- G.K.4.1 Demonstrate inviting someone to play using a scenario.
- G.K.4.2 Identify sharing, trading and taking turns as solutions to playing fair.
- G.K.4.3 Explain the importance of sharing rather than getting your own way.
- G.K.4.4 Demonstrate good strategies for handling having things taken away.
- G.K.4.5 Demonstrate assertiveness and ignoring as effective strategies for handling name-calling that hurts feelings.

**Outcome G.K.5:** Students will identify affective problem-solving skills

- G.K.5.1 Identify words they can use to describe the problem.
- G.K.5.2 Brainstorm solutions to various scenarios.
- G.K.5.3 Compare and contrast solutions and consequences to various problems.
- G.K.5.4 Demonstrate the problem solving steps with a given situation.
- G.K.5.5 Identify an adult who can help with problems you are unable to solve.

## **First Grade Guidance Curriculum**

**Purpose Statement:** By the end of First grade, students will be able to demonstrate skills for focusing their attention, following directions, identifying physical, environmental and situational feelings in themselves and others, calming down techniques and solving problems.

### **Career Readiness Standards:**

Communicates effectively and appropriately, Makes sense of problems and perseveres in solving them, Uses critical thinking, Models ethical leadership and effective management, and Works productively in teams and demonstrates cultural competency.

### **Focus:**

1. Focusing attention
2. Following directions
3. Physical, environmental, and situational feelings
4. Calming down techniques
5. Problem solving skills

**Outcome G.1.1:** Students will identify and demonstrate focusing skills necessary to learn new information

- G.1.1.1 Apply attention, memory, and inhibitory control skills in a brain-building activity.
- G.1.1.2 Identify typical classroom verbal cues that request student attention.
- G.1.1.3 Demonstrate attention skills in the context of an activity.
- G.1.1.4 Demonstrate the listening rules.

**Outcome G.1.2:** Students will demonstrate listening and following directions.

- G.1.2.1 Demonstrate self-talk strategies for remembering directions.
- G.1.2.2 Distinguish an assertive request from a passive or aggressive one.
- G.1.2.3 Identify assertive posture and tone of voice.
- G.1.2.4 Demonstrate assertive communication skills in response to scenarios given.

- Outcome G.1.3:** Students will demonstrate empathy and understanding of others feelings
- G.1.3.1 Identify feelings using physical clues.
  - G.1.3.2 Compare physical and emotional similarities and differences between two children.
  - G.1.3.3 Demonstrate that people can have different feelings about the same situation.
  - G.1.3.4 Demonstrate welcoming and inviting behaviors.
  - G.1.3.5 Accept responsibility for an accident to prevent others from assuming it was intentional.
  - G.1.3.6 Predict how others might feel as a result of their own or others' actions.

- Outcome G.1.4:** Students will identify ways to manage their emotions.

- G.1.4.1 Recognize situations and physical body cues that signal strong feelings.
- G.1.4.2 Demonstrate two Calming-down steps to manage strong feelings.
- G.1.4.3 Explain physical and situational clues to feeling angry.
- G.1.4.4 Use a three-step process to calm down: Say “stop,” name your feeling and do belly breathing.
- G.1.4.5 Recognize situations that require the use of calming-down strategies.
- G.1.4.6 Use positive self-talk to calm down.

- Outcome G.1.5:** Students will identify affective problem-solving skills

- G.1.5.1 Identify words they can use to describe the problem.
- G.1.5.2 Generate multiple solutions to problems presented in scenarios.
- G.1.5.3 Predict consequences using an if-then model.
- G.1.5.4 Select a reasonable solution to a problem.
- G.K.5.5 Identify an adult who can help with problems you are unable to solve.

## **Second Grade Guidance Curriculum**

**Purpose Statement:** By the end of Second grade, students will be able to demonstrate skills for learning, identifying classroom distractions, identifying physical, environmental and situational feelings in themselves and others, calming down techniques and solving problems.

### **Career Readiness Standards:**

Communicates effectively and appropriately, Makes sense of problems and perseveres in solving them, Uses critical thinking, Models ethical leadership and effective management, and Works productively in teams and demonstrates cultural competency.

### **Focus:**

1. Skills for learning
2. Following directions
3. Physical, environmental, and situational feelings
4. Calming down techniques
5. Problem solving skills

**Outcome G.2.1:** Students will identify and demonstrate focusing skills necessary to learn new information

- G.2.1.1 Apply attention, memory, and inhibitory control skills in a brain-building activity.
- G.2.1.2 Identify typical classroom verbal cues that request student attention.
- G.2.1.3 Demonstrate attention skills in the context of an activity.
- G.2.1.4 Demonstrate the listening rules.

**Outcome G.2.2:** Students will demonstrate listening and following directions.

- G.2.2.1 Demonstrate self-talk strategies for remembering directions.
- G.2.2.2 Distinguish an assertive request from a passive or aggressive one.
- G.2.2.3 Identify assertive posture and tone of voice.
- G.2.2.4 Demonstrate assertive communication skills in response to scenarios given.



- Outcome G.2.3:** Students will demonstrate empathy and understanding of others feelings
- G.2.3.1 Identify feelings using physical clues.
  - G.2.3.2 Compare physical and emotional similarities and differences between two children.
  - G.1.3.3 Demonstrate that people can have different feelings about the same situation.
  - G.2.3.4 Demonstrate welcoming and inviting behaviors.
  - G.2.3.5 Accept responsibility for an accident to prevent others from assuming it was intentional.
  - G.2.3.6 Predict how others might feel as a result of their own or others' actions.

- Outcome G.2.4:** Students will identify ways to manage their emotions.

- G.2.4.1 Recognize situations and physical body cues that signal strong feelings.
- G.2.4.2 Demonstrate two Calming-down steps to manage strong feelings.
- G.2.4.3 Explain physical and situational clues to feeling angry.
- G.2.4.4 Use a three-step process to calm down: Say “stop,” name your feeling and do belly breathing.
- G.2.4.5 Recognize situations that require the use of calming-down strategies.
- G.2.4.6 Use positive self-talk to calm down.

- Outcome G.1.05:** Students will identify affective problem-solving skills

- G.2.5.1 Identify words they can use to describe the problem.
- G.2.5.2 Generate multiple solutions to problems presented in scenarios.
- G.2.5.3 Predict consequences using an if-then model.
- G.2.5.4 Select a reasonable solution to a problem.
- G.2.5.5 Identify an adult who can help with problems you are unable to solve.

## **Third Grade Guidance Curriculum**

**Purpose Statement:** By the end of third grade, students will be able to demonstrate skills for learning, identifying classroom distractions, identifying physical, environmental and situational feelings in themselves and others, calming down techniques and solving problems.

**Career Readiness Standards:**

Communicates effectively and appropriately, Makes sense of problems and perseveres in solving them, Uses critical thinking, Models ethical leadership and effective management, and Works productively in teams and demonstrates cultural competency.

**Focus:**

1. Skills for learning
2. Empathy
3. Physical, environmental, and situational feelings
4. Calming down techniques
5. Problem solving skills

**Outcome G.3.1:** Students will identify and demonstrate focusing and listening skills necessary to become better learners.

- G.3.1.1 Apply focusing-attention and listening skills in response to scenarios.
- G.3.1.2 Identify classroom distractions.
- G.3.1.3 Demonstrate the use of self-talk in response to scenarios.
- G.3.1.4 Demonstrate assertive communication skills.
- G.3.1.5 Create a simple, three-step plan that meets the Good Plan Checklist criteria

**Outcome G.3.2:** Students will demonstrate an understanding of different perspectives, conflicting feelings, and accepting differences.

- G.3.2.1 Name a variety of feelings.
- G.3.2.2 Determine other's feelings using physical, verbal, and situational clues.
- G.3.2.3 Label their own feelings as the same as or different from others' feelings.
- G.3.2.4 Explain possible reasons for someone's confliction feelings in response to different scenarios.
- G.3.2.5 Name similarities and differences between people.
- G.3.2.6 Predict how others will feel when teased for being different.
- G.3.2.7 Identify ways to show compassion for others.

**Outcome G.3.3:** Students will identify ways to manage their emotions.

- G.3.3.1 Identify physical clues that can help label personal feelings.
- G.3.3.2 Identify and demonstrate the first two Calming-down steps to manage strong feelings.
- G.3.3.3 Demonstrate correct belly-breathing technique.
- G.3.3.4 Demonstrate steps for handling accusations in response to scenarios.
- G.3.3.5 Use assertive communication skills to get what they want or need in response to scenarios.
- G.3.3.6 Demonstrate positive self-talk to calm down.

**Outcome G.3.4:** Students will identify affective problem-solving skills

- G.3.4.1 Identify blaming language in response to scenarios.
- G.3.4.2 Propose several solutions for a given problem presented in scenarios.
- G.3.4.3 Determine if solutions are safe and respectful.
- G.3.4.4 Explore positive and negative consequences of solutions.
- G.3.4.5 Use the Problem-Solving Steps to solve an interpersonal problem between classmates from an example given.
- G.3.4.6 Apply the Problem-Solving Steps to the problem of being negatively pressured by peers.

## **Fourth Grade Guidance Curriculum**

**Purpose Statement:** By the end of fourth grade, students will be able to demonstrate skills for showing respect and empathy, understand complex feelings, identify how the brain experiences strong emotions, identify cause of anxiety and problem solving strategies.

### **Career Readiness Standards:**

Communicates effectively and appropriately, Makes sense of problems and perseveres in solving them, Uses critical thinking, Models ethical leadership and effective management, Uses critical thinking, and Works productively in teams and demonstrates cultural competency.

### **Focus:**

1. Skills for learning
2. Skills for showing respect and empathy
3. Complex feelings
4. Causes of anxiety
5. Problem solving strategies

**Outcome G.4.1:** Students will identify and demonstrate listening with attention

- G.4.1.1 Demonstrate listening with attention skills with class activity.
- G.4.1.2 Identify passive responses.
- G.4.1.3 Identify aggressive responses.
- G.4.1.4 Demonstrate assertive responses with a partner.

**Outcome G.4.2:** Students will demonstrate empathy and respect for others.

- G.4.2.1 Define Respect and empathy.
- G.4.2.2 Identify clues that help them recognize other people's feelings.
- G.4.2.3 Identify possible reasons for multiple feelings.
- G.4.2.4 Identify components of a successful conversation.
- G.4.2.5 Demonstrate giving and receiving a compliment.
- G.4.2.6 Identify and demonstrate skills for joining a group.
- G.4.2.7 Demonstrate expressing concern or showing compassion for someone.

**Outcome G.4.3:** Students will identify ways to manage their emotions.

- G.4.3.1 Determine a personal “signal.
- G.4.3.2 Identify and name strong feelings as they occur.
- G.4.3.3 Identify situations in which they might need to calm down.
- G.4.3.4 Identify situations that cause anxiety.
- G.4.3.5 apply their knowledge of calming down to anxiety-provoking scenarios, including academic challenges.
- G.4.3.6 Identify strategies for handling put-downs.

**Outcome G.4.4:** Students will follow steps that help them solve problems.

- G.4.4.1 Generate safe and respectful solutions to a problem.
- G.4.4.2 Identify consequences of potential solutions.
- G.4.4.3 Select an appropriate solution to a problem.
- G.4.4.4 Identify common playground conflicts.
- G.4.4.5 Demonstrate making an apology and offering to make amends.
- G.4.4.6 Demonstrate using assertiveness skills to resist peer pressure.

## **Fifth Grade Guidance Curriculum**

**Purpose Statement:** By the end of fifth grade, students will be able to demonstrate skills for showing respect and empathy, understand cause and effect of actions, and demonstrate problem solving dealing with gossip.

### **Career Readiness Standards:**

Communicates effectively and appropriately, Makes sense of problems and perseveres in solving them, Uses critical thinking, Models ethical leadership and effective management, Uses critical thinking, and Works productively in teams and demonstrates cultural competency.

### **Focus:**

1. Skills for showing respect and empathy
2. Cause and effect
3. Complex feelings, anxiety, and revenge
4. Problem solving strategies dealing with gossip

**Outcome G.5.1:** Students will identify and demonstrate respect, empathy, and listening with attention

- G.5.1.1 Demonstrate listening with attention skills with class activity.
- G.5.1.2 Describe empathy and respect.
- G.5.1.3 State the cause and effect of a given action.
- G.5.1.4 Demonstrate assertive responses with a partner.

**Outcome G.5.2:** Students will demonstrate skills for disagreeing respectfully.

- G.5.2.1 Define prejudice.
- G.5.2.2 Identify similarities and differences between two people.
- G.5.2.3 Distinguish between respectful and disrespectful ways to disagree.
- G.5.2.4 Demonstrate skills for disagreeing respectfully.
- G.5.2.5 Define compassion.
- G.5.2.6 Demonstrate knowledge of how to respond with compassion.

**Outcome G.5.3:** Students will identify complex feelings of anxiety and revenge.

- G.5.3.1 Identify and name strong feelings as they occur.
- G.5.3.2 Identify social situations that can cause anxiety.
- G.5.3.3 Identify situations in which they might need to calm down.
- G.5.3.4 Identify physical signs of frustration.
- G.5.3.5 Apply their knowledge of calming down in scenarios causing social anxiety and frustration
- G.5.3.6 Identify consequences of revenge.
- G.5.3.7 Generate alternatives for seeking revenge.

**Outcome G.5.4:** Students will follow steps that help them solve problems.

- G.5.4.1 Generate safe and respectful solutions to a problem.
- G.5.4.2 Identify consequences of potential solutions.
- G.5.4.3 Select an appropriate solution to a problem.
- G.5.4.4 Explain the purpose of making a plan.
- G.5.4.5 Demonstrate using assertiveness skills to seek help.

**Outcome G.5.5:** Students will use problem-solving steps to deal with gossip and peer pressure.

- G.5.5.1 Identify why some gossip is harmful.
- G.5.5.2 Generate ideas for refusing or avoiding harmful gossip.
- G.5.5.3 Demonstrate using the Problem-Solving Steps to figure out ways to resist peer pressure.
- G.5.5.4 Demonstrate using assertiveness skills to resist peer pressure.

## **Sixth Grade Guidance Curriculum**

**Purpose Statement:** By the end of sixth grade, students will be able to demonstrate empathy and communication skills, recognize and create solutions to bullying, and demonstrate emotional management and problem solving techniques, and recognize consequences of substance abuse.

### **Career Readiness Standards:**

Communicates effectively and appropriately, Contributes to employer and community success, Makes sense of problems and perseveres in solving them, Uses critical thinking, Models ethical leadership and effective management, Uses critical thinking, and Works productively in teams and demonstrates cultural competency.

### **Focus:**

1. Demonstrate empathy and communication skills
2. Bullying prevention
3. Emotional management
4. Problem solving
5. Substance abuse prevention

**Outcome G.6.1:** Students will identify and demonstrate empathy and communication skills.

- G.6.1.1 Identify behaviors involved in listening and respecting others' ideas.
- G.6.1.2 Apply group communication skills.
- G.6.1.3 Apply empathy and active listening skills.
- G.6.1.4 Identify ways to make friends and join groups.
- G.6.1.5 Define the term ally and identify when and how to be one.
- G.6.1.6 Understand that people's perspectives are based on their feelings, experiences, and needs or wants.
- G.6.1.7 Recognize the value in being able to consider another's perspective.
- G.6.1.8 Identify and apply effective communication skills and apply these skills to give constructive feedback.



- Outcome G.6.2:** Students will recognize bullying and prevention.
- G.6.2.1 Recognize and define bullying.
  - G.6.2.2 Understand how bullying can affect them and their peers.
  - G.6.2.3 Understand what they can do if they or someone they know is bullied.
  - G.6.2.4 Recognize and define the role of a bystander in bullying.
  - G.6.2.5 Understand how a bystander can be a part of the problem or part of the solution.
  - G.6.2.6 Identify ways to be part of the solution to bullying.
- Outcome G.6.3:** Students will identify what happens to the brain when experiencing strong emotions and applying self-talk.
- G.6.3.1 Understand what happens to their brains and bodies when they experience strong emotions.
  - G.6.3.2 Understand why using self-talk is a key to managing emotions.
  - G.6.3.3 Apply self-talk strategies.
  - G.6.3.4 Recognize self-talk that intensifies or calms down strong feelings.
  - G.6.3.5 Identify calming-down strategies that work best for them.
- Outcome G.6.4:** Students will follow steps that help them solve problems.
- G.6.4.1 Analyze a problem by stating what the problem is and identifying the perspectives of those involved.
  - G.6.4.2 Generate multiple options for solving a problem.
  - G.6.4.3 Understand how to consider each option and decide on the best one.
  - G.6.4.4 Apply the first four Action Steps.
  - G.6.4.5 Generate a plan for carrying out an option.
  - G.6.4.6 Understand how to make amends.
- Outcome G.6.5:** Students will identify substance abuse and prevention.
- G.6.5.1 Define addiction and understand its dangers.
  - G.6.5.2 Identify the personal, health, and social consequences of using tobacco and marijuana.
  - G.6.5.3 Identify the personal, health, and social consequences of using alcohol, inhalants and other drugs.
  - G.6.5.4 Identify the ways that using alcohol, tobacco, marijuana, and inhalants can interfere with their hopes and plans for the future.
  - G.6.5.5 Identify how people who care about their future would be affected if they knew they were using alcohol or other drugs.
  - G.6.5.6 Generate individual commitments to stay drug and alcohol free.
  - G.6.5.7 Review and apply Stepping Up skills to certain situations.

## **Seventh Grade Guidance Curriculum**

**Purpose Statement:** By the end of seventh grade, students will be able to demonstrate organizational, study, and social skills while working in a positive and preventative learning program.

### **Career Readiness Standards:**

Communicates effectively and appropriately, Contributes to employer and community success, Makes sense of problems and perseveres in solving them, Uses critical thinking, Models ethical leadership and effective management, Uses critical thinking, and Works productively in teams and demonstrates cultural competency.

### **Focus:**

1. Demonstrate empathy, reliance and self-control
2. Adapt and adjust to peer pressures
3. Gain self awareness
4. Develop responsibilities and organizational skills

**Outcome G.7.1:** Students will demonstrate self-control, self-reliance and empathy toward others.

- G.7.1.1 Identify ways to exercise self-control
- G.7.1.2 Demonstrate insight into self and others.
- G.7.1.3 Apply empathy and active listening skills.
- G.7.1.4 Identify ways to make friends and join groups.
- G.7.1.5 Demonstrate increasing self-reliance and self-awareness.
- G.7.1.6 Identify long term planning strategies.

**Outcome G.7.2:** Students will understand how to adapt and adjust to peer pressure.

- G.7.2.1 Recognize and cope with changes while transitioning into adolescence.
- G.7.2.2 Develop interpersonal skills.
- G.7.2.3 Identify and adjust to peer groups and pressure.
- G.7.2.4 Develop and identify personal interests and abilities.
- G.7.2.5 Recognize a greater sense of responsibility for personal behavior and decision-making.

**Outcome G.7.3:** Students will develop responsibility and organizational skills for success in school and future career.

- G.7.3.1 Establish a feeling of belonging within a group.
- G.7.3.2 Demonstrate an understanding of personal individuality.
- G.7.3.3 Identify risk-taking behaviors.
- G.7.3.4 Apply strategies to avoid risk-taking behaviors
- G.7.3.5 Demonstrate personal responsibility for completing all tasks on time.

## **Eighth Grade Guidance Curriculum**

**Purpose Statement:** By the end of eighth grade, students complete the 8 to Great program that teaches a positively powerful process for greater happiness and success. Students will discover their passion and purpose, overcome their fears to make better decisions, experience better communication tools, learn how to forgive the past and experience the power of gratitude. They also complete the COPSystem career assessment to develop career pathways.

### **Career Readiness Standards:**

Communicates effectively and appropriately, Contributes to employer and community success, Makes sense of problems and perseveres in solving them, Uses critical thinking, Models ethical leadership and effective management, Uses critical thinking, and Works productively in teams and demonstrates cultural competency.

### **Focus:**

1. Power pyramid and attitude
2. Risk and responsibility
3. Emotional freedom and honest communication
4. Forgiveness and gratitude
5. Hope for the future
6. Career pathways

**Outcome G.8.1:** Students will correlate attitude to positive outcomes, goals, and dreams

- G.8.1.1 Define attitude.
- G.8.1.2 Explain the idea of the power pyramid.
- G.8.1.3 Visualize positive outcomes.
- G.8.1.4 Develop goals and dreams.

**Outcome G.8.2:** Students will understand the difference between risk and fear. They will learn how to take full responsibility for their thoughts and actions.

- G.8.2.1 Define risk.
- G.8.2.2 Explain how some people use fear as an excuse.
- G.8.2.3 Describe an example of how heroes use fear to move forward.
- G.8.2.4 Describe how risk is always running towards our dreams and goals.
- G.8.2.5 Recognize a greater sense of responsibility for personal behavior and decision-making.

- Outcome G.8.3:** Students will develop emotional freedom and honest communication.
- G.8.3.1 Distinguish between feeling mad or sad and positive attitudes.
  - G.8.3.2 Identify good from bad feelings.
  - G.8.3.3 Apply non-defensive listening skills.
  - G.8.3.4 Demonstrate the ability to assertively ask for what will empower and deepen the connection to others.
  - G.8.3.5 Identify the disadvantages of not taking responsibility for behaviors.
- Outcome G.8.4:** Students will develop a sense of forgiveness and gratitude.
- G.8.4.1 Define forgiveness.
  - G.8.4.2 Identify the benefits of forgiveness.
  - G.8.4.3 Explain the Forgiveness Formula.
  - G.8.4.4 Define gratitude.
  - G.8.4.5 Explain the benefits of taking time for daily gratitude.
- Outcome G.8.5:** Students will develop a sense of hope for the future.
- G.8.5.1 Distinguish between hope and despair.
  - G.8.5.2 Identify the disadvantages of worrying.
  - G.8.5.3 List the 3 grand essentials to happiness.
  - G.8.5.4 Identify an acronym for FEAR.
  - G.8.5.5 Explain the meaning of optimism.
- Outcome G.8.6:** Students will discover how their interests, skills and values can be used to identify career pathways.
- G.8.6.1 Complete an interest inventory.
  - G.8.6.2 Complete 8 different skills assessments.
  - G.8.6.3 Complete a values inventory.
  - G.8.6.4 Identify careers that closely align to their interest, skills and values.
  - G.8.6.5 Research careers using Nebraska Career Connections.

## **Stanton High School Career Curriculum Focus Points**

### **Freshmen**

Nebraska Career Connections

- Interest inventory

- Skills inventory

- Work Values inventory

  - Explore careers that match – videos

  - Create an e-Profile

[mynextmove.org](http://mynextmove.org)

- Compare results to Nebraska Career Connections

“Find your Grind” Career Assessment

Virtual tour of college campuses

Northeast Community College Career Fair

Habitudes

Know How to Go – Educationquest (College readiness)

- How to count Credits

- Calculating GPA's

The Harbor Video Series

Local Career Fair

## **Sophomore**

Nebraska Career Connections

Interest inventory

Skills inventory

Work Values inventory

Explore careers that match – videos

Create an e-Profile

[mynextmove.org](http://mynextmove.org)

Compare results to Nebraska Career Connections

“Find your Grind” Career Assessment

Virtual tour of college campuses

Wayne State College Career Fair

Habitudes

Know How to Go – Educationquest (College readiness)

How to count Credits

Calculating GPA's

The Harbor Video Series

Local Career Fair

## **Junior**

Nebraska Career Connections

Interest inventory

Skills inventory

Work Values inventory

Explore careers that match – videos

Create an e-Profile

[mynextmove.org](http://mynextmove.org)

Compare results to Nebraska Career Connections

“Find your Grind” Career Assessment

Virtual tour of college campuses

College Fair – Lifelong Learning Center

Habitudes

Know How to Go – Educationquest (College readiness)

How to count Credits

Calculating GPA's

The Harbor Video Series

Local Career Fair

Financial Aid Night for students and parents – planning ahead

College entrance requirements/NCAA and NAIA requirements

John Baylor

ACT onlineprep



## **Senior**

EducationQuest – set up an account

Campus visits

- Importance

- Setting it up

- Questions to ask

College rep visits

- Signing up

- Questions to ask

College entrance requirements/NCAA and NAIA requirements

Apply to College event

FAFSA Completion event

Financial Aid night for students and parents

Financial Aid

- Types

- How to apply

- FAFSA info

- Financial aid process

- Financial Aid packages from Colleges

Scholarships

- Current on school website with due dates

- Educationquest Financial Aid Search

- Local scholarships

- Foundation scholarships

**STANTON COMMUNITY SCHOOLS**  
**GUIDANCE CURRICULUM - FRESHMAN YEAR**

|   | Applies appropriate academic and technical skills | Communicates effectively and appropriately | Contributes to employer and community success | Makes sense of problems and perseveres in solving them | Uses critical thinking | Demonstrates innovation and creativity | Models ethical leadership and effective management | Works productively in teams & demonstrates cultural competency | Utilizes technology | Manages personal career development | Attends to personal and financial well-being |
|---|---|--|---|--|------------------------|--|--|--|---------------------|-------------------------------------|--|
| Nebraska career connections Interest Inventory        |   |  |   |  |                        |  |  |  | x                   | x                                   |  |
| Nebraska career connections Skills Inventory          | x   |  |   |  |                        |  |  |  | x                   | x                                   |  |
| Nebraska career connections Work Values Inventory     |   |  |   |  |                        |  |  |  | x                   | x                                   |  |
| Explore matching careers using NCC and Videos         |   |  |   |  | x                      |  |  |  | x                   | x                                   | x  |
| Create an e-Profile with NCC                          |   |  |   |  | x                      |  |  |  | x                   | x                                   | x  |
| My Next Move Career assessment/compare to NCC results |   |  |   |  | x                      |  |  |  | x                   | x                                   | x  |
| "Find your Grind" Career Assessment                   | x   |  | x   |  | x                      |  |  |  | x                   | x                                   | x  |
| Virtual tour of College Campuses                      | x   |  |   |  |                        |  |  |  | x                   | x                                   |  |
| NECC College Fair                                     |   | x  |   |  |                        |  |  |  |                     | x                                   |  |
| Habitudes   |   | x  | x   | x  | x                      | x                                      | x  | x  |                     | x                                   | x  |
| Know How To Go - EducationQuest (College Readiness)   | x   | x  |   |  | x                      |  |  | x  | x                   | x                                   | x  |
| Know How To Go - How to count Credits                 |   |  |   |  |                        |  |  |  |                     |                                     |  |
| Know How To Go - Calculating GPA's                    |   |  |   |  |                        |  |  |  |                     |                                     |  |
| Local Career Fair                                     |   | x  |   |  |                        |  |  |  |                     | x                                   |  |
| The Harbor video series                               | x   |  | x   |  | x                      |  | x  |  | x                   | x                                   | x  |

**STANTON COMMUNITY SCHOOLS**  
**GUIDANCE CURRICULUM - SOPHOMORE YEAR**

|   | Applies appropriate academic and technical skills | Communicates effectively and appropriately | Contributes to employer and community success | Makes sense of problems and perseveres in solving them | Uses critical thinking | Demonstrates innovation and creativity | Models ethical leadership and effective management | Works productively in teams & demonstrates cultural competency | Utilizes technology | Manages personal career development | Attends to personal and financial well-being |
|---|---|--|---|--|------------------------|--|--|--|---------------------|-------------------------------------|--|
| Nebraska career connections Interest Inventory        |   |  |   |  |                        |  |  |  | x                   | x                                   |  |
| Nebraska career connections Skills Inventory          | x   |  |   |  |                        |  |  |  | x                   | x                                   |  |
| Nebraska career connections Work Values Inventory     |   |  |   |  |                        |  |  |  | x                   | x                                   |  |
| Explore matching careers using NCC and Videos         |   |  |   |  | x                      |  |  |  | x                   | x                                   | x  |
| Create an e-Profile with NCC                          |   |  |   |  | x                      |  |  |  | x                   | x                                   | x  |
| My Next Move Career assessment/compare to NCC results |   |  |   |  | x                      |  |  |  | x                   | x                                   | x  |
| "Find your Grind" Career Assessment                   | x   |  | x   |  | x                      |  |  |  | x                   | x                                   | x  |
| Virtual tour of College Campuses                      | x   |  |   |  |                        |  |  |  | x                   | x                                   |  |
| Wayne State College Career Fair                       |   | x  |   |  |                        |  |  |  |                     | x                                   |  |
| Habitudes   |   | x  | x   | x  | x                      | x                                      | x  | x  |                     | x                                   | x  |
| Know How To Go - EducationQuest (College Readiness)   | x   | x  |   |  | x                      |  |  | x  | x                   | x                                   | x  |
| Know How To Go - How to count Credits                 |   |  |   |  |                        |  |  |  |                     | x                                   | x  |
| Know How To Go - Calculating GPA's                    |   |  |   |  |                        |  |  |  |                     | x                                   | x  |
| Local Career Fair                                     |   | x  |   |  |                        |  |  |  |                     | x                                   |  |
| The Harbor video series                               | x   |  | x   |  | x                      |  | x  |  | x                   | x                                   | x  |

**STANTON COMMUNITY SCHOOLS  
GUIDANCE CURRICULUM - JUNIOR YEAR**

|   | Applies appropriate academic and technical skills | Communicates effectively and appropriately | Contributes to employer and community success | Makes sense of problems and perseveres in solving them | Uses critical thinking | Demonstrates innovation and creativity | Models ethical leadership and effective management | Works productively in teams & demonstrates cultural competency | Utilizes technology | Manages personal career development | Attends to personal and financial well-being |
|---|---|--|---|--|------------------------|--|--|--|---------------------|-------------------------------------|--|
| Nebraska career connections Interest Inventory                |   |  |   |  |                        |  |  | x  | x                   |                                     |  |
| Nebraska career connections Skills Inventory                  | x   |  |   |  |                        |  |  | x  | x                   |                                     |  |
| Nebraska career connections Work Values Inventory             |   |  |   |  |                        |  |  | x  | x                   |                                     |  |
| Explore matching careers using NCC and Videos                 |   |  |   |  | x                      |  |  | x  | x                   | x                                   |  |
| Create an e-Profile with NCC                                  |   |  |   |  | x                      |  |  | x  | x                   | x                                   |  |
| My Next Move Career assessment/compare to NCC results         |   |  |   |  | x                      |  |  | x  | x                   | x                                   |  |
| "Find your Grind" Career Assessment                           | x   |  | x   |  | x                      |  |  | x  | x                   | x                                   |  |
| Virtual tour of College Campuses                              | x   |  |   |  |                        |  |  | x  | x                   |                                     |  |
| College Fair - Lifelong Learning Center                       |   | x  |   |  |                        |  |  |  | x                   |                                     |  |
| Habitudes   |   | x  | x   | x  | x                      | x                                      | x  | x  | x                   | x                                   |  |
| Know How To Go - EducationQuest (College Readiness)           | x   | x  |   |  | x                      |  | x  | x  | x                   | x                                   |  |
| Know How To Go - How to count Credits                         |   |  |   |  |                        |  |  |  | x                   | x                                   |  |
| Know How To Go - Calculating GPA's                            |   |  |   |  |                        |  |  |  | x                   | x                                   |  |
| Local Career Fair   |   | x  |   |  |                        |  |  |  | x                   |                                     |  |
| The Harbor video series                                       | x   |  | x   |  | x                      |  | x  | x  | x                   | x                                   |  |
| Financial Aid Night for students and parents - planning ahead |   |  |   |  |                        |  |  |  | x                   | x                                   |  |
| College entrance requirements/NCAA and NAIA requirements      |   |  |   |  |                        |  |  |  | x                   | x                                   |  |
| John Baylor   | x   |  |   |  |                        |  |  | x  | x                   | x                                   |  |
| ACT onlineprep  | x   |  |   |  |                        |  |  | x  | x                   | x                                   |  |

**STANTON COMMUNITY SCHOOLS  
GUIDANCE CURRICULUM - SENIOR YEAR**

|   | Applies appropriate academic and technical skills | Communicates effectively and appropriately | Contributes to employer and community success | Makes sense of problems and perseveres in solving them | Uses critical thinking | Demonstrates innovation and creativity | Models ethical leadership and effective management | Works productively in teams & demonstrates cultural competency | Utilizes technology | Manages personal career development | Attends to personal and financial well-being |
|---|---|--|---|--|------------------------|--|--|--|---------------------|-------------------------------------|--|
| EducationQuest - set up an account                        |   |  |   |  |                        |  |  |  |                     |                                     |  |
| Importance of Campus Visits                               |   | x  |   |  |                        |  |  |  |                     | x                                   |  |
| Setting up a Campus Visit                                 |   | x  |   |  |                        |  |  | x  |                     | x                                   |  |
| Questions to ask during a Campus Visit                    |   | x  |   |  |                        |  | x  |  |                     | x                                   |  |
| Signing up for College rep visits                         |   |  |   |  |                        |  |  |  |                     | x                                   |  |
| Questions to ask during College rep visit                 |   | x  |   |  |                        |  | x  |  |                     | x                                   |  |
| College entrance requirements/NCAA and NAIA requirements  |   |  |   |  |                        |  |  |  |                     | x                                   | x  |
| Apply to College event                                    | x   |  |   |  |                        |  |  | x  |                     | x                                   | x  |
| FAFSA Completion event                                    | x   |  |   |  |                        |  |  | x  |                     |                                     |  |
| Financial Aid Night for students and parents              |   |  |   |  |                        |  |  |  |                     |                                     |  |
| Types of Financial Aid                                    |   |  |   |  |                        |  |  |  |                     | x                                   | x  |
| How to apply for Financial Aid                            |   |  |   |  |                        |  |  |  |                     | x                                   | x  |
| FAFSA info  |   |  |   |  |                        |  |  |  |                     |                                     | x  |
| Financial aid process                                     |   |  |   |  |                        |  |  |  |                     |                                     |  |
| Financial Aid packages from Colleges                      |   |  |   |  | x                      |  |  |  |                     | x                                   | x  |
| Scholarships  | x   |  |   |  |                        |  |  |  |                     | x                                   | x  |
| Scholarships are current on school website with due dates |   |  |   |  |                        |  |  |  | x                   |                                     | x  |
| EducationQuest Financial Aid Search                       |   |  |   |  |                        |  |  |  | x                   |                                     | x  |
| Local Scholarships  |   |  |   |  |                        |  |  |  | x                   |                                     | x  |
| Foundation Scholarships                                   |   |  |   |  |                        |  |  |  | x                   |                                     | x  |