

**Webster Groves School District
School Guidance and Counseling Program
K-12th Curriculum**



**Approved by the WGSD Board of Education on
Monday, October 23, 2006**

TABLE OF CONTENTS

Item	Page Number(s)
Curriculum Development Team	3
Mission Statement	4
Indicators of Student Success	5
Philosophy and Rationale	6
Goals for Graduates	7
Scope & Sequence	8-16
Program Descriptions	17-18
Kindergarten Outcomes, Integrations, Strategies, Assessments	19-21
First Grade Outcomes, Integrations, Strategies, Assessments	22-25
Second Grade Outcomes, Integrations, Strategies, Assessments	26-32
Third Grade Outcomes, Integrations, Strategies, Assessments	33-36
Fourth Grade Outcomes, Integrations, Strategies, Assessments	37-43
Fifth Grade Outcomes, Integrations, Strategies, Assessments	44-47
Sixth Grade Outcomes, Integrations, Strategies, Assessments	48-52
Seventh Grade Outcomes, Integrations, Strategies, Assessments	53-59
Eighth Grade Outcomes, Integrations, Strategies, Assessments	60-65
High School Outcomes, Integrations, Strategies, Assessments	66-82

School Guidance and Counseling Curriculum Development Team Summer 2006

**Patti BouSamra, Bristol Guidance Counselor
Marsha Dempsey, HS Guidance Counselor
Bev DePung, Edgar Road Guidance Counselor
Janet Dobbs, Hixson Guidance Counselor
Bette Goette, Avery Guidance Counselor
Thomasina Hassler, HS Guidance Counselor
Joe Hepfinger, HS Guidance Counselor
Linda Kridel, Clark Guidance Counselor
Flo Meier, HS Guidance Department Chair
Dennis Naegeli, Hudson Guidance Counselor
Linda Peterson, Hixson Guidance Counselor
Lynne Reif, Steger Guidance Counselor
Sarah Booth Riss, Asst. Supt. for C & I
Dan Sebben, HS Guidance Counselor
Karen Verstraete, HS Guidance Counselor**

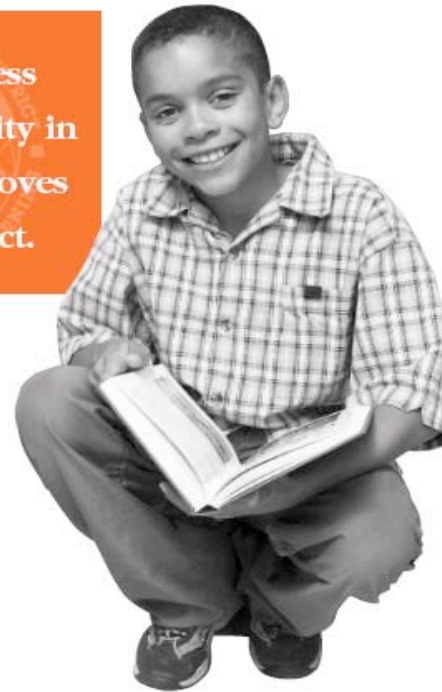
Webster Groves School District Mission Statement

The Webster Groves School District community is committed to academic and personal success for every student.

Indicators of Student Success

- Students demonstrate mastery of content area expectations at their optimal level of challenge.
- Students gain knowledge, skills, and perspectives essential for future endeavors and are exposed to a wide range of options for post-secondary education and training.
- Students communicate effectively and to their full potential in all subject areas.
- Students are critical thinkers able to make decisions, solve problems, and apply skills to future tasks.
- Students gain insight into who they are and are adept at setting goals and evaluating their own progress.
- Students understand the importance of safe and healthy lifestyles.
- Students exhibit strong character through qualities such as responsibility, empathy, integrity, and leadership.
- Students utilize effective study habits that enable them to achieve success through independent efforts.
- Students actively seek out and engage in extra-curricular or out-of-school activities which reflect their goals and interests.
- Students work well with others in all settings.

Student success
is the top priority in
the Webster Groves
School District.



Guidance and Counseling Program Philosophy and Rationale

June 1, 2006

The Webster Groves School District Guidance and Counseling Program is an integral part of the overall educational process. The comprehensive program is developmental, facilitative and supportive in nature. It assists students in acquiring competencies for life experiences and transitions. The guidance and counseling curriculum consists of structured developmental experiences presented systematically through classroom and group activities in grades kindergarten through twelve.

The rationale for the guidance and counseling curriculum is to provide students at all levels with knowledge of healthy growth and development, to promote their positive mental health, and to assist them in acquiring and using life skills. The curriculum is organized around three major strands: personal and social development, academic development, and career development. Acquiring skills in each of these areas empowers students to achieve both academic and personal success.

School Guidance and Counseling Curriculum Goals for Graduates

Personal and Social Development

- Students demonstrate an understanding of self as an individual and as a member of diverse local and global communities.
- Students interact with others in ways that respect individual and group differences.
- Students apply personal safety skills and coping strategies.

Academic Development

- Students apply skills needed for educational achievement.
- Students apply the skills of transitioning between educational levels.

Career Development

- Students apply career exploration and planning skills in the achievement of life career goals.
- Students know where and how to obtain information about the world of work and post-secondary training/education.
- Students apply employment readiness skills and the skills for on-the-job-success.

****These goals and the learner outcomes on the following pages were adopted from the new DESE grade level expectations for school guidance and counseling programs.***

**Guidance Curriculum Scope & Sequence
Webster Groves School District**

Learning Outcomes	K	1	2	3	4	5	6	7-8	9-12
Understanding Self as an Individual and as a Member of Diverse Local and Global Communities	X	X	X	X	X	X	X	X	X
Identify basic feelings.	X								
Identify a variety of feelings.		X							
Express a variety of feelings.			X						
Identify positive characteristics and areas for personal growth.				X					
Recognize positive self-talk and communicate personal thoughts and feelings.					X				
Demonstrate the personal characteristics to maintain a positive self-concept.						X			
Identify individual strengths and areas for personal growth and good citizenship.							X		
Demonstrate understanding of individual strengths and personal challenges and how they relate to a positive self-concept.								X	
Identify thoughts and feelings and how they relate to self-concept.								X	
Develop skills needed to maintain a positive self-concept.									X
Implement skills necessary to exhibit and maintain a positive self-concept.									X
Practice and modify the skills necessary to exhibit and maintain a positive self-concept.									X
Utilize the skills necessary to exhibit and maintain a life-long positive self-concept.									X
Identify personal roles in the family.	X								
Identify personal roles in the school.		X							
Identify personal roles in the community.			X						
Reflect on personal roles at home and at school and identify responsibilities.				X					
Reflect on personal roles in the community and identify responsibilities as a community member.					X				
Develop strategies to balance family, school, and community roles.						X			
Identify and develop personal planning strategies to manage individual, family, and school responsibilities.							X		
Apply personal planning strategies to balance individual, family, and school responsibilities.								X	
Recognize roles and responsibilities of being a family, school, or community member and the interrelationship of roles and responsibilities.								X	
Recognize increased roles and responsibilities of the individual student within the family, school, and local community.									X
Prioritize roles and responsibilities and implement strategies in order to balance family, school, work, and local communities.									X
Identify and utilize resources to help balance family, school, work, and local community roles.									X
Exhibit the ability to balance personal, family, school, community, and work roles.									X
Identify character traits needed for different situations.	X								
Recognize personal character traits.		X							
Compare and contrast character traits needed for different situations.			X						

**Guidance Curriculum Scope & Sequence
Webster Groves School District**

Learning Outcomes	K	1	2	3	4	5	6	7-8	9-12
Identify the personal characteristics needed to contribute to the classroom.				X					
Identify the personal characteristics that contribute to the school community.					X				
Demonstrate personal characteristics of a contributing member of the school community.						X			
Demonstrate skills needed to participate in team-building.							X		
Identify and practice ways to be a contributing group member.								X	
Recognize personal ways for the individual to contribute as a member of the school community.								X	
Identify activities the individual student might participate in to become a contributing member of a school community.									X
Identify and participate in activities that help the individual student become a contributing member of a global community.									X
Build upon activities and experiences that help the individual student become a contributing member of a global community.									X
Exhibit the personal characteristics of a contributing member of a diverse community.									X
Interacting with Others in Ways that Respect Individual and Group Differences	X	X	X	X	X	X	X	X	X
Demonstrate how to be a friend.	X								
Demonstrate the ability to be a friend.		X							
Identify and demonstrate the interpersonal skills needed to make and keep a friend.			X						
Identify the interpersonal skills necessary to build quality relationships.				X					
Demonstrate respect for others' personal opinions and ideas.					X				
Exhibit mutual respect and compromise in relationships.						X			
Identify interpersonal skills needed to maintain quality relationships.							X		
Practice effective interpersonal skills in a variety of social situations.								X	
Self-assess interpersonal skills that will help maintain quality relationships.								X	
Demonstrate the ability to use interpersonal skills needed to maintain quality relationships.									X
Practice interpersonal skills in order to help maintain quality relationships.									X
Apply interpersonal skills needed to maintain quality relationships.									X
Exhibit the interpersonal skills to maintain quality relationships.									X
Identify similarities and differences between self and others.	X								
Identify similarities and differences among students within the school community.		X							
Identify similarities and differences among families and their traditions.			X						
Recognize and respect the differences between personal culture and other cultures.				X					
Recognize and respect diverse groups within the school and community.					X				
Demonstrate respect for individuals within diverse groups.						X			
Identify and develop strategies to promote acceptance and respect in the school and community.							X		
Promote acceptance and respect for individual differences.								X	

**Guidance Curriculum Scope & Sequence
Webster Groves School District**

Learning Outcomes	K	1	2	3	4	5	6	7-8	9-12
Apply strategies that promote acceptance and respect of others within the global community.								X	
Explore cultural identity and world views within the community.									X
Promote acceptance and respect for cultural differences within the global community.									X
Exhibit respect for different cultures and points of view.									X
Advocate respect for individuals and groups.									X
Identify feelings of others.	X								
Express feelings effectively, both verbally and non-verbally.		X							
Identify the steps of solving problems and conflicts with others.			X						
Apply the steps of solving problems and conflicts with others.				X					
Identify and practice the skills used to compromise in a variety of situations.					X				
Review and implement strategies to resolve problems and conflicts successfully.						X			
Apply problem-solving and conflict-resolution skills to new challenges.							X		
Practice problem-solving and conflict-resolution skills.								X	
Exhibit an awareness of personal responsibility in conflict situations.								X	
Identify personal responsibility in conflict situations, while continuing to apply problem-solving and conflict-resolution skills.									X
Self-assess personal problem-solving and conflict-resolution skills to enhance relationships with others.									X
Accept personal responsibility in conflict situations.									X
Utilize conflict-resolution and problem-solving skills to initiate, develop, and maintain relationships with others.									X
Applying Personal Safety Skills and Coping Strategies	X	X	X	X	X	X	X	X	X
Identify safe and healthy choices at home and school.	X								
Identify steps of problem-solving and decision-making for personal safety.		X							
Practice the steps of problem-solving and decision-making for personal safety.			X						
Apply effective problem-solving, decision-making, and refusal skills to make safe and healthy life choices at school.				X					
Apply effective problem-solving, decision-making, and refusal skills to make safe and healthy life choices in various life situations.					X				
Evaluate peer influence on problem-solving and decision-making skills.						X			
Identify problem-solving, decision-making, and refusal skills needed to make safe/healthy choices in social situations.							X		
Utilize effective problem-solving, decision-making, and refusal skills needed to make safe/healthy choices in social situations.								X	
Recognize peer influence on risk-taking behaviors and consequences.								X	
Identify problem-solving, decision-making, and refusal skills needed to make safe and healthy life choices.									X
Utilize decision-making skills to evaluate risk-taking behavior.									X
Analyze the impact of personal decisions on the safety and health of self and others.									X

**Guidance Curriculum Scope & Sequence
Webster Groves School District**

Learning Outcomes	K	1	2	3	4	5	6	7-8	9-12
Utilize decision-making skills to make safe and healthy life choices.									X
Identify safe/unsafe situations.	X								
Identify personal safety strategies.		X							
Apply personal safety strategies as they relate to different situations.			X						
Identify issues that impact personal safety.				X					
Describe different types of violence and harassment, and identify strategies for intervention.					X				
Apply personal safety strategies as they relate to violence and harassment.						X			
Identify behaviors that compromise personal safety of self and others.							X		
Develop strategies to maintain personal safety.								X	
Apply strategies related to personal safety issues.								X	
Identify and utilize resources available to address personal safety issues.									X
Evaluate and review resources that address personal safety issues.									X
Demonstrate skills that reinforce a safe environment for all students.									X
Advocate for the personal safety of self and others.									X
Identify different life changes or events.	X								
Recognize the effects of life changes or events related to self.		X							
Recognize the effects of life changes or events related to self and others.			X						
Identify coping skills for managing life changes or events.				X					
Utilize coping skills for managing life changes or events.					X				
Evaluate various coping skills for managing life changes or events.						X			
Plan and revise strategies to cope with life-changing events.							X		
Apply coping skills to manage life-changing events.								X	
Evaluate coping skills to manage life-changing events.								X	
Identify resources to help individuals cope with life changes or events.									X
Analyze and refine individual coping skills to manage life-changing events.									X
Apply individual coping skills to manage life-changing events.									X
Exhibit coping skills to manage life-changing events.									X
Applying Skills Needed for Educational Achievement	X	X	X	X	X	X	X	X	X
Identify and follow classroom and school routines.	X								
Identify and practice the steps for completing classroom assignments and activities.		X							
Demonstrate skills needed to complete classroom tasks independently.			X						
Identify and practice study skills and test-taking strategies.				X					

**Guidance Curriculum Scope & Sequence
Webster Groves School District**

Learning Outcomes	K	1	2	3	4	5	6	7-8	9-12
Apply study skills and test-taking strategies to improve academic achievement.					X				
Demonstrate study skills and test-taking strategies to enhance academic achievement.						X			
Develop and practice study skills and test-taking strategies specific to each academic area and identify available resources.							X		
Demonstrate and refine study skills and test-taking strategies utilizing available academic resources.								X	
Consistently apply a system of study skills and test-taking strategies to promote academic success.								X	
Review and build upon educational skills necessary to progress toward life-long learning goals.									X
Assess and apply educational skills necessary to progress toward individual life-long learning goals.									X
Consistently utilize educational skills necessary to progress toward individual life-long learning goals.									X
Achieve educational levels necessary to reach, maintain, and continue with individual life-long learning goals.									X
Identify work habits necessary for school success.	X								
Develop and practice work habits necessary for school success.		X							
Build individual work habits and study skills that apply to a variety of learning situations.			X						
Recognize and practice basic time-management and organizational skills for assignments and/or task completion.				X					
Apply time management and organizational techniques necessary for assignments and/or task completion.					X				
Demonstrate ability to complete assignments and/or tasks accurately within a specified time frame.						X			
Develop and practice a self-management system to promote academic success.							X		
Demonstrate and refine a self-management system to promote academic success.								X	
Consistently apply a self-management system to promote academic success.								X	
Review and build upon a self-management system and adjust to increased academic demands.									X
Assess and apply a self-management system to meet increased academic demands.									X
Consistently utilize a self-management system and adjust to increased academic demands.									X
Exhibit self-management skills necessary for educational achievement.									X
Applying the Skills of Transitioning Between Educational Levels	X	X	X	X	X	X	X	X	X
Identify how school expectations are different from home, day-care, or pre-school.	X								
Identify increased school expectations.		X							
Develop strategies to meet increased school expectations.			X						
Revise and practice strategies to meet increased school activities.				X					
Refine and apply strategies emphasizing individual responsibility for educational tasks and skills.					X				
Develop an understanding of educational tasks and skills necessary to make a smooth transition to the middle school structure.						X			
Demonstrate the ability to adjust to changing school structures and continue to meet academic expectations.							X		
Recognize ongoing academic expectations and develop strategies to meet increased demands.								X	
Identify the information and skills necessary to transition to high school.								X	

**Guidance Curriculum Scope & Sequence
Webster Groves School District**

Learning Outcomes	K	1	2	3	4	5	6	7-8	9-12
Apply information and skills necessary to transition into high school.									X
Self-assess and apply information to expand awareness of the relationship between high school options and post-secondary options.									X
Increase knowledge and refine skills in preparation for the senior year and post-secondary options.									X
Utilize the achievement and performance skills necessary to transition to post-secondary options.									X
Developing and Monitoring Personal Educational Plans	X	X	X	X	X	X	X	X	X
Identify the skills needed to be a successful learner.	X								
Demonstrate the skills needed to be a successful learner.		X							
Identify goals that lead to learner success.			X						
Identify education goal-setting and self-assessment skills.				X					
Revise and practice education goal-setting and self-assessment skills.					X				
Recognize the importance of an educational plan.						X			
Utilize goal-setting skills to identify the impact of academic achievement on an educational plan.							X		
Assess academic achievement to refine education goals for life-long learning.								X	
Design a 4- to 6-year educational plan.								X	
Monitor and revise a 4- to 6-year educational plan.									X
Explore options and resources available to further develop personal education plans for life-long learning.									X
Evaluate and revise an educational plan for life-long learning.									X
Apply information to revise and implement a personal educational plan necessary for life-long learning.									X
Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals	X	X	X	X	X	X	X	X	X
Identify likes and dislikes at home and school.	X								
Identify strengths and interests at home and school.		X							
Identify new activities and interests to explore.			X						
Identify and apply the steps to setting short-term and long-term, personal and educational goals.				X					
Compare interests and strengths with those of workers in the local community.					X				
Compare interests and strengths with those of workers in the global community.						X			
Use current interests, strengths, and limitations to guide individual career exploration.							X		
Use current interests, strengths, and limitations to guide career exploration and educational planning.								X	
Develop an educational and career plan based on current interests, strengths, and limitations.								X	
Compare current strengths and limitations with the individual's career and educational plan and adjust the plan as necessary.									X
Revisit current career and educational plan as it relates to evolving and/or new interests, strengths, and limitations.									X

**Guidance Curriculum Scope & Sequence
Webster Groves School District**

Learning Outcomes	K	1	2	3	4	5	6	7-8	9-12
Analyze the education, training, and personal characteristics needed to achieve current life career goals and compare those characteristics with one's own characteristics.									X
Utilize knowledge of the world of work, personal interests, and strengths and limitations to develop short- and long-term post-secondary plans.									X
Identify workers in the school and in families related to the six career paths.	X								
Identify workers in the local community related to the six career paths.		X							
Identify the academic skills necessary for workers in the six career paths.			X						
Compare and contrast the academic skills required of workers in the six career paths.				X					
Identify school and community resources available for exploration of the six career paths.					X				
Describe occupational changes that have occurred over time within the six career paths.						X			
Recognize the career path concept as an organizer for exploring and preparing for careers now and in the future.							X		
Be aware of occupations and careers as they relate to career paths, personal interests, and aptitudes.								X	
Identify and explore a variety of resources to aid in career exploration and planning now and in the future.								X	
Recognize the 16 career clusters within the six career paths as a more specific organizer for exploring and preparing for careers now and in the future.									X
Evaluate a variety of resources to aid in career exploration and planning now and in the future.									X
Utilize a variety of resources to aid in career exploration and planning.									X
Utilize knowledge of career exploration and planning to adapt to new career and educational opportunities as the world of work changes.									X
Recognize that all work is important.	X								
Explain the importance of jobs in the family and school.		X							
Explain the importance of jobs and workers in the community.			X						
Recognize the contributions made by all workers to the school and community.				X					
Recognize the contributions of all jobs to the community.					X				
Describe the self-satisfaction that comes from completing a work responsibility.						X			
Identify males and females in non-traditional work roles.							X		
Recognize the relevance of all work and workers, and their existence in a global society.								X	
Identify personal contributions made to school and community.								X	
Analyze and evaluate school and community contributions as they relate to one's career and educational plan.									X
Analyze and evaluate school and community contributions as they relate to life career goals.									X
Identify personal contributions to a global society to be made as a result of one's life career choices.									X
Respect all work as important, valuable, and necessary in maintaining a global society.									X

**Guidance Curriculum Scope & Sequence
Webster Groves School District**

Learning Outcomes	K	1	2	3	4	5	6	7-8	9-12
Knowing Where and How to Obtain Information about the World of Work and Post-Secondary Training/Education	X	X	X	X	X	X	X	X	X
Identify roles and responsibilities of family members in the world of work.	X								
Identify and compare roles and responsibilities of workers within the school.		X							
Identify and compare roles and responsibilities of workers within the community.			X						
Explain what workers do and need to know in various careers.				X					
Relate current student learning to each of the six career paths.					X				
Compare and contrast the roles and responsibilities of workers within the six career paths.						X			
Evaluate career and educational information resources.							X		
Utilize career and educational information to explore career paths of interest.								X	
Compare personal interests with information about careers and education.								X	
Integrate career and educational information with knowledge of self and career clusters to identify occupations of interest.									X
Analyze career and educational information to identify the most relevant resources for specific career options.									X
Synthesize information gathered from a variety of sources.									X
Utilize career and educational information in career decision-making.									X
Identify the skills family members use in their work.	X								
Identify the skills needed by workers in the school.		X							
Identify the skills needed by workers in the community.			X						
Gather information regarding training and education for a variety of careers.				X					
Outline the training and educational requirements for a variety of careers.					X				
Compare and contrast the training and educational requirements for a variety of careers.						X			
Compare different types of post-secondary training and education as they relate to career choices.							X		
Utilize a variety of resources to obtain information about the levels of training and education required for various occupations.								X	
Identify the training and education required for occupations in career paths of interest.								X	
Identify the entrance requirements and application procedures for post-secondary options.									X
Apply knowledge of self to make informed decisions about post-secondary options.									X
Apply research skills to obtain information on training and education requirements for post-secondary choices.									X
Know and understand the levels of training and education required for life career goals.									X
Applying Employment Readiness Skills and the Skills for On-the-Job Success	X	X	X	X	X	X	X	X	X
Identify personal and ethical skills needed to work cooperatively with others in a group at school.	X								
Identify and develop personal, ethical, and work habit skills needed for school success.		X							
Identify personal, ethical, and work habit skills needed for workers in the community.			X						
Compare personal, ethical, and work habit skills needed for school success with those of workers in the community.				X					

**Guidance Curriculum Scope & Sequence
Webster Groves School District**

Learning Outcomes	K	1	2	3	4	5	6	7-8	9-12
Demonstrate personal and ethical skills needed to work with diverse groups of people.					X				
Apply personal, ethical, and work habit skills needed for success in any school or work environment.						X			
Assess and analyze personal, ethical, and work habit skills as they relate to individual student success.							X		
Utilize information about personal, ethical, and work habit skills to enhance individual student success.								X	
Evaluate personal, ethical, and work habit skills as they relate to achieving the student's educational career plan.								X	
Identify situations which would compromise ethical habits in school or work situations.									X
Identify the steps which can be used to resolve ethical issues related to school or work situations.									X
Demonstrate the steps which can be used to resolve ethical issues related to school or work situations.									X
Apply personal, ethical, and work habit skills that contribute to job success.									X
Identify helper jobs that are available in the classroom.	X								
Understand how helper jobs are assigned in the classroom.		X							
Identify and apply the steps to obtain helper jobs within the classroom.			X						
Identify and apply the steps to obtain helper jobs within the school.				X					
Identify the components of a portfolio.					X				
Identify the skills needed to develop a portfolio.						X			
Develop a résumé of work experience for home and school.							X		
Identify and demonstrate basic job-seeking skills of interviewing and completing applications.								X	
Utilize a portfolio of middle school/junior high school academic and work experience.								X	
Identify and refine the job-seeking skills needed to apply for volunteer or part-time jobs in the community.									X
Compare and contrast the post-secondary application process to the job application process.									X
Refine and utilize a portfolio which may be used for a variety of post-secondary opportunities.									X
Utilize appropriate job-seeking skills to obtain employment.									X

School Guidance and Counseling K-12 Program Descriptions-Guidance

Kindergarten

Character education across the curriculum develops positive character traits. Areas of emphasis are cooperation, honesty, respect for self and others, and responsibility for self to others. Topics also include safety, nutrition and proper use of medication.

First Graders

Character education across the curriculum develops positive character traits. Areas of emphasis are cooperation, honesty, respect for self and others, and responsibility for self to others. Topics also include safety, nutrition, and proper use of medication.

Second Graders

Character education across the curriculum develops positive character traits. Areas of emphasis are cooperation, honesty, respect for self and others, and responsibility for self to others. Topics also include safety, nutrition, and proper use of medication.

Third Graders

Through character education across the curriculum, the Character Plus program develops positive character traits. Areas of emphasis are cooperation, honesty, respect for self and others, and responsibility for self to others. Topics also include the negative effects of alcohol, tobacco, and other drugs.

Fourth Graders

Through character education across the curriculum, the Character Plus program develops positive character traits. Areas of emphasis are cooperation, honesty, respect for self and others, and responsibility for self to others. Topics also include the negative effects of alcohol, tobacco, and other drugs.

Fifth Graders

Through character education across the curriculum, the Character Plus program develops positive character traits. Areas of emphasis are cooperation, honesty, respect for self and others, and responsibility for self to others. Topics also include the negative effects of alcohol, tobacco, and other drugs.

Sixth Graders

Through character education across the curriculum, the Character Plus program develops positive character traits. Areas of emphasis are cooperation, honesty, respect for self and others, and responsibility for self to others. Topics also include the negative effects of alcohol, tobacco, and other drugs.

Seventh Graders

Through character education across the curriculum, the Character Plus program develops positive character traits. Areas of emphasis are cooperation, honesty, respect for self and others, and responsibility for self to others. Topics also include the negative effects of alcohol, tobacco, and other drugs.

Eighth Graders

Through character education across the curriculum, the Character Plus program develops positive character traits. Areas of emphasis are cooperation, honesty, respect for self and others, and responsibility for self to others. Topics also include the negative effects of alcohol, tobacco, and other drugs.

High School

The counseling program at the high school level is designed to provide guidance and support to all students as they address the academic, social and emotional challenges of the high school years, and to assist students as they plan and prepare for life after graduation. More specifically, the guidance program is designed to help students:

- Make sound decisions about the selection of courses;
- Meet state and district requirements for graduation;
- Find challenging courses of study;
- Plan educational goals;
- Prepare for college, technical training and other post-secondary education;
- Explore various career options;
- Learn effective decision-making and problem solving skills;
- Improve relationship with others (family, teachers, peers, etc.).

**Webster Groves School District Guidance Curriculum
Second Grade**

Strand/ Unit	Content Focus	Learning Outcome	Integrations: GEDTRW*	Instructional Strategies/Activities	Assessment	MAP/ Local
Personal and Social Development	Interacting with Others in Ways that Respect Individual and Group Differences (CG2)	<ul style="list-style-type: none"> Identify similarities and differences among families and their traditions. (2.2) 	G, E, D	<ul style="list-style-type: none"> Read <u>Families Are Different</u>. Write Thanksgiving, Birthday, and July 4 on a sheet. Split students into 3 groups. Give each group one of the above happenings. Let them discuss what their family does on that day. Have them list alike/different. Each group shares. 	<ul style="list-style-type: none"> Put students in pairs or threesomes. Choose one family tradition. Have each pair list the tradition on them how <u>Alike</u> <u>Different</u> 	Local
		<ul style="list-style-type: none"> Identify the steps of solving problems and conflicts with others. (2.3) 	G	<ul style="list-style-type: none"> Video sunburst "Let's All Get Along" Discuss "conflict." Students stop video and discuss causes, how to avoid and solve. 	<ul style="list-style-type: none"> List 4 steps that can be used to solve a conflict. 	Local
	Applying Personal Safety Skills and Coping Strategies (CG3)	<ul style="list-style-type: none"> Practice the steps of problem-solving and decision-making for personal safety. (3.1) 	G, D	<ul style="list-style-type: none"> Brainstorm steps to problem-solving. List on board with student. Have each student list a problem then the steps they will use to solve it. 	<ul style="list-style-type: none"> Read a scenario of a problem at school. Have each student list 3 to four 4 they would use to settle it. 	Local

**Webster Groves School District Guidance Curriculum
Second Grade**

Strand/ Unit	Content Focus	Learning Outcome	Integrations: GEDTRW*	Instructional Strategies/Activities	Assessment	MAP/ Local
Personal and Social Development	Applying Personal Safety Skills and Coping Strategies (CG3)	<ul style="list-style-type: none"> • Apply personal safety strategies as they relate to different situations. (3.2) 	G, D	<ul style="list-style-type: none"> • Hand out scenario cards to groups of 3-4 students. Give them time to plan a way to handle their scenario. Have each group act out their scenario in front of the class including how they would handle it by using safety strategies. 	<ul style="list-style-type: none"> • Read one scenario to class. Have each student write how they would handle it using personal safety strategies. 	Local
		<ul style="list-style-type: none"> • Recognize the effects of life changes or events related to self and others. (3.3) 	G, E, D	<ul style="list-style-type: none"> • Read <u>Freddy the Leaf</u>. Discuss what happened to Freddy. Could this happen to your dog? Cat? Who else? • Discuss and compare life cycles. 	<ul style="list-style-type: none"> • Hand out paper divided into four parts. Have students draw 4 changes that have happened to them in their life so far. 	Local

Webster Groves School District Guidance Curriculum
Third Grade

Strand/ Unit	Content Focus	Learning Outcome	Integrations: GEDTRW*	Instructional Strategies/Activities	Assessment	MAP/ Local
Personal and Social Development	Understanding Self as an Individual and as a Member of Diverse Local and Global Communities (CG1)	<ul style="list-style-type: none"> Identify positive characteristics and areas for personal growth. (1.1) 	G,E,D	<ul style="list-style-type: none"> Give students "Self Assessment Inventory." Read Being Your Best (Lewis). Class discussion on book. 	<ul style="list-style-type: none"> Students will share with class 3 positive characteristics and one they will be working on. 	Local
		<ul style="list-style-type: none"> Reflect on personal roles at home and at school and identify responsibilities. (1.2) 		<ul style="list-style-type: none"> Class discussion on "Being a Good Citizen." Teach students how to have "family meetings" from Being Your Best. Give out "Family Meeting Plan" sheet for home. 	<ul style="list-style-type: none"> Students will hold a family meeting using plan sheet and share experience with class. 	Local
		<ul style="list-style-type: none"> Identify the personal characteristics needed to contribute to the classroom. (1.3) 		<ul style="list-style-type: none"> Use district character traits of the month. Class discussion of each and examples of what it looks like in the classroom. 	<ul style="list-style-type: none"> Students meet in pairs to define and give specific examples of each character trait. 	Local
	Interacting with Others in Ways that Respect Individual and Group Differences (CG2)	<ul style="list-style-type: none"> Identify the interpersonal skills necessary to build quality relationships. (2.1) 		<ul style="list-style-type: none"> Read and discuss, "The Care & Keeping of Friends." Give pre-inventory from book. 	<ul style="list-style-type: none"> Give "Can this friendship be saved?" quiz. 	Local
		<ul style="list-style-type: none"> Recognize and respect the differences between personal culture and other cultures. (2.2) 	E,G,D	<ul style="list-style-type: none"> Read and discuss, "Just the Way You Are." Have students create "mixed-up people" sheet. Talk about everyone's uniqueness. 	<ul style="list-style-type: none"> Students will share their "Mixed Up People" booklet talking about what they've learned. 	Local

*Key: G = Gender; E = Ethnicity; D = Disability; T = Technology;
R = Research Skills; W = Workplace

Webster Groves School District Guidance Curriculum
Third Grade

Strand/ Unit	Content Focus	Learning Outcome	Integrations: GEDTRW*	Instructional Strategies/Activities	Assessment	MAP/ Local
Personal and Social Development	Interacting with Others in Ways that Respect Individual and Group Differences (CG2)	<ul style="list-style-type: none"> • Apply the steps of solving problems and conflicts with others. (2.3) 		<ul style="list-style-type: none"> • Define and discuss the word conflict. Have students share examples of personal conflicts. Teach “I” messages model: When you ---, I feel ---, I want you to ---. 	<ul style="list-style-type: none"> • Have students role play situations using “I” messages. 	Local
	Applying Personal Safety Skills and Coping Strategies (CG3)	<ul style="list-style-type: none"> • Apply effective problem-solving, decision-making, and refusal skills to make safe and healthy life choices at school. (3.1) 		<ul style="list-style-type: none"> • Read story from, “Being Your Best.” Discuss what safety means to each one/ as a class member / as an elementary student. 	<ul style="list-style-type: none"> • Students fill out “6 Guidelines for Feeling & Being Safe” (from “Being Your Best”) or have students create personal “safety flyer.” 	Local
		<ul style="list-style-type: none"> • Identify issues that impact personal safety. (3.2) 				
		<ul style="list-style-type: none"> • Identify coping skills for managing life changes or events. (3.3) 		<ul style="list-style-type: none"> • Teacher tells story from Social Skills Lessons & Activities 4-6. Identify on board 4 skill components of change. Role-play 3 scenarios of change. • Give out crossword puzzle. 	<ul style="list-style-type: none"> • Crossword puzzle from lesson book. 	Local
Academic Development	Applying Skills Needed for Educational Achievement (CG4)	<ul style="list-style-type: none"> • Identify and practice study skills and test-taking strategies. (4.1) 				

Webster Groves School District Guidance Curriculum
Third Grade

Strand/ Unit	Content Focus	Learning Outcome	Integrations: GEDTRW*	Instructional Strategies/Activities	Assessment	MAP/ Local
Academic Development	Applying Skills Needed for Educational Achievement (CG4)	<ul style="list-style-type: none"> Recognize and practice basic time-management and organizational skills for assignments and/or task completion. (4.2) 				
	Applying the Skills of Transitioning Between Educational Levels (CG5)	<ul style="list-style-type: none"> Revise and practice strategies to meet increased school activities. (5.1) 				
	Developing and Monitoring Personal Educational Plans (CG6)	<ul style="list-style-type: none"> Identify education goal-setting and self-assessment skills. (6.1) 		<ul style="list-style-type: none"> Class discussion on long-range and short-range goals. Students give examples of each. Students complete self-assessment regarding goals. 	<ul style="list-style-type: none"> Students share with class one long-term and one short-term goal. 	Local
Career Development	Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals (CG7)	<ul style="list-style-type: none"> Identify and apply the steps to setting short-term and long-term, personal and educational goals. (7.1) 		<ul style="list-style-type: none"> Each student will state one thing they do well and are proud of. Discuss areas they want to improve. Talk about short-term and long-term goals. Talk about What, How, When. Do PIP sheet from book: <u>Classroom Guidance Activities</u> by Whittmer. 	<ul style="list-style-type: none"> Students create 2-3 short-term goals and one long-term goal. They create a plan on how to accomplish their goals. 	Local
		<ul style="list-style-type: none"> Compare and contrast the academic skills required of workers in the six career paths. (7.2) 	W			

**Webster Groves School District Guidance Curriculum
Third Grade**

Strand/ Unit	Content Focus	Learning Outcome	Integrations: GEDTRW*	Instructional Strategies/Activities	Assessment	MAP/ Local
Career Development	Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals (CG7)	<ul style="list-style-type: none"> • Recognize the contributions made by all workers to the school and community. (7.3) 	W			
	Knowing Where and How to Obtain Information about the World of Work and Post-Secondary Training/Education (CG8)	<ul style="list-style-type: none"> • Explain what workers do and need to know in various careers. (8.1) 	W			
		<ul style="list-style-type: none"> • Gather information regarding training and education for a variety of careers. (8.2) 	R,W			
	Applying Employment Readiness Skills and the Skills for On-the-Job Success (CG9)	<ul style="list-style-type: none"> • Compare personal, ethical, and work habit skills needed for school success with those of workers in the community. (9.1) 	W			
		<ul style="list-style-type: none"> • Identify and apply the steps to obtain helper jobs within the school. (9.2) 	W			

**Webster Groves School District Guidance Curriculum
Fourth Grade**

Strand/ Unit	Content Focus	Learning Outcome	Integrations: GEDTRW*	Instructional Strategies/Activities	Assessment	MAP/ Local
Personal and Social Development	Understanding Self as an Individual and as a Member of Diverse Local and Global Communities (CG1)	<ul style="list-style-type: none"> Recognize positive self-talk and communicate personal thoughts and feelings. (1.1) 	G, D	<ul style="list-style-type: none"> Counselor will read and discuss <u>The Hook</u>. 	<ul style="list-style-type: none"> The student will develop “self talk” when given a “hook.” 	Local
		<ul style="list-style-type: none"> Reflect on personal roles in the community and identify responsibilities as a community member. (1.2) 				
		<ul style="list-style-type: none"> Identify the personal characteristics that contribute to the school community. (1.3) 	G, D	<ul style="list-style-type: none"> Read <u>Cliques, Phonies & Other Baloneys</u> by Trevor Romain. 	<ul style="list-style-type: none"> Discuss in class meeting character traits seen in the school. 	Local
	Interacting with Others in Ways that Respect Individual and Group Differences (CG2)	<ul style="list-style-type: none"> Demonstrate respect for others’ personal opinions and ideas. (2.1) 	E	<ul style="list-style-type: none"> The counselor will read <u>The Other Side</u> by Jacqueline Woodson. 	<ul style="list-style-type: none"> Students will work in groups of 4 to discuss pre-made questions concerning each girl’s opinion and then report back to the group. 	Local
		<ul style="list-style-type: none"> Recognize and respect diverse groups within the school and community. (2.2) 	D	<ul style="list-style-type: none"> Watch the <u>Don’t Laugh At Me</u> video. 	<ul style="list-style-type: none"> Hold a class meeting and discuss the differences in the school community and what strengths they bring to our school. 	Local

Webster Groves School District Guidance Curriculum Fourth Grade

Strand/ Unit	Content Focus	Learning Outcome	Integrations: GEDTRW*	Instructional Strategies/Activities	Assessment	MAP/ Local
Personal and Social Development	Interacting with Others in Ways that Respect Individual and Group Differences (CG2)	<ul style="list-style-type: none"> Identify and practice the skills used to compromise in a variety of situations. (2.3) 	G	<ul style="list-style-type: none"> The counselor will read and discuss <u>Now Everybody Really Hates Me</u> by Roz Chost. 	<ul style="list-style-type: none"> TSW work in groups and discuss ways you can compromise in any given situation. 	Local
	Applying Personal Safety Skills and Coping Strategies (CG3)	<ul style="list-style-type: none"> Apply effective problem-solving, decision-making, and refusal skills to make safe and healthy life choices in various life situations. (3.1) 		<ul style="list-style-type: none"> Watch the video Anti-Tobacco Human Relations Media 	<ul style="list-style-type: none"> TSW work with a partner to discuss strategies for saying “No” to things that may harm you. 	Local
		<ul style="list-style-type: none"> Describe different types of violence and harassment, and identify strategies for intervention. (3.2) 	G, E, D	<ul style="list-style-type: none"> Watch the video <u>I Was Just Kidding</u> video - Sunburst. 	<ul style="list-style-type: none"> TSW work with a partner and come up with 2 strategies to share with the class if being harassed. 	Local
		<ul style="list-style-type: none"> Utilize coping skills for managing life changes or events. (3.3) 		<ul style="list-style-type: none"> <u>What If</u> cards 2000 Marco Products #W1007 	<ul style="list-style-type: none"> Discuss in groups coping skills for managing life—“What if” problems. 	Local
Academic Development	Applying Skills Needed for Educational Achievement (CG4)	<ul style="list-style-type: none"> Apply study skills and test-taking strategies to improve academic achievement. (4.1) 				

Webster Groves School District Guidance Curriculum
Fourth Grade

Strand/ Unit	Content Focus	Learning Outcome	Integrations: GEDTRW*	Instructional Strategies/Activities	Assessment	MAP/ Local
Academic Development	Applying Skills Needed for Educational Achievement (CG4)	<ul style="list-style-type: none"> Apply time management and organizational techniques necessary for assignments and/or task completion. (4.2) 				
	Applying the Skills of Transitioning Between Educational Levels (CG5)	<ul style="list-style-type: none"> Refine and apply strategies emphasizing individual responsibility for educational tasks and skills. (5.1) 	W	<ul style="list-style-type: none"> Play the "Responsibility Game." 	<ul style="list-style-type: none"> Each child will maintain a 4-week calendar on their individual responsibility chart. 	Local
	Developing and Monitoring Personal Educational Plans (CG6)	<ul style="list-style-type: none"> Revise and practice education goal-setting and self-assessment skills. (6.1) 				
Career Development	Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals (CG7)	<ul style="list-style-type: none"> Compare interests and strengths with those of workers in the local community. (7.1) 	W			
		<ul style="list-style-type: none"> Identify school and community resources available for exploration of the six career paths. (7.2) 	W			

Webster Groves School District Guidance Curriculum
Fourth Grade

Strand/ Unit	Content Focus	Learning Outcome	Integrations: GEDTRW*	Instructional Strategies/Activities	Assessment	MAP/ Local
Career Development	Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals (CG7)	<ul style="list-style-type: none"> • Recognize the contributions of all jobs to the community. (7.3) 	W			
	Knowing Where and How to Obtain Information about the World of Work and Post-Secondary Training/Education (CG8)	<ul style="list-style-type: none"> • Relate current student learning to each of the six career paths. (8.1) 	W	<ul style="list-style-type: none"> • Video on careers 	<ul style="list-style-type: none"> • Kid's Career Lift-Off challenge game 	Local
		<ul style="list-style-type: none"> • Outline the training and educational requirements for a variety of careers. (8.2) 	W			
	Applying Employment Readiness Skills and the Skills for On-the-Job Success (CG9)	<ul style="list-style-type: none"> • Demonstrate personal and ethical skills needed to work with diverse groups of people. (9.1) 	G, D	<ul style="list-style-type: none"> • Counselor will read and discuss <u>Nobody Knew What To Do.</u> 	<ul style="list-style-type: none"> • Do worksheet—How Could You Handle It? 	Local
		<ul style="list-style-type: none"> • Identify the components of a portfolio. (9.2) 	W			

Guidance Lesson

Grade: 4

Title: Responsibility

Content Area:

Rights and Responsibilities
* Self-Understanding

Objectives:

Recognize that both parents and children have responsibilities.
* Recognize situations where there is personal control over his/her environment

Goals:

Students will be able identify areas in which they can assume responsibility.
Students will recognize the need to assume more responsibility for their education.

Activities:

1. Hand out cards having divided class into two large groups. Explain that one word is spelled out by the different letters on the set of cards. Urge them to cooperate as a group as they solve the puzzle. Provide clues (first letter, second letter) as needed. When all the groups have solved the puzzle have them sit down. Note: While the two groups are working on the puzzle. Go around the classroom and hang up the four signs on different sides of the room.

2. Ask the class why a lesson on responsibility would be the first lesson given in fourth grade. Point out that this is the year during which the children are expected to assume more responsibility for their own learning, behavior, and decisions.

3. Explain that they are now going to do an exercise that shows how responsible they are for themselves. Point out the four signs and explain that "Super" means they already accept responsibility for something all the time; "Usually" means they almost always accept responsibility for something all the time; "Kind of" means that sometimes, but not very often, they accept responsibility; "Not" means that they don't accept any responsibility for something at all.

4. Tell them that you are going to describe a situation and that they are to be honest, not follow their buddies, and stand under the sign that indicates how much responsibility they are currently accepting.

5. The situations given to the class are usually:

- How many of you get up on your own in the morning, without your mom, dad, or dog getting you up?
- How many of you start to do your homework and finish it without your parents having to nag or help you?
- How many of you once you do finish your homework are able to pack it up, get it to school, and hand it in on time?
- How many of you make your own bed?

After each situation, I ask questions as to why they aren't accepting responsibility in this area, what is stopping them, what could they do to start.

e. The final example of accepting responsibility that I ask them about is, "How many of them get dressed on their own and come to school with clothes on?" I use this example to point out that if they believe something is really important to them, they will do it without hesitation.

6. To summarize the class I discuss the need to change the mind set of trying to avoid

responsibility to being willing to assume it. It is not a punishment but a necessity of growing up. I then relate the story of the girl who arrived at college and couldn't wash her own hair, brush it; didn't know how to put away her own clothes; didn't know how to study on her own; couldn't set an alarm clock; didn't know how to make her own bed. Her mother had done all of this for her. The girl had grown up without learning responsibility and could not function on her own. Relate that she did not last more than two weeks at college. Sometimes parents actually discourage their children from assuming responsibility, just like this mom. So it is important for the student to see the need to assume responsibility.

7. Explain that responsibility is something they have already started to learn, but it must be ongoing. You can't suddenly just become responsible overnight. It takes practice and gradually taking on more responsibility. Point out that some of the children are already doing a lot on their own and that maybe the others need to realize that they need to assume more responsibility for their lives.

8. Leave the class encouraging them to have a very "responsible year".

Materials:

1. Two sets of cards with R-E-S-P-O-N-S-I-B-L-E or R-E-S-P-O-N-S-I-B-I-L-I-T-Y written on them, one letter per card.
2. Four signs with "Super", "Usually", "Kind of", "Not" written on them.
3. Masking tape to hang the signs up.
4. List of situations, if needed.

Follow up Activity:

Worksheet with RESPONSIBILITY anagram.

Special Notes:

This lesson gives the teacher insight into the children who are over-reliant on parents or who have not yet begun to assume responsibility for the school work.

It is necessary to discuss with the students the need for them to walk, not push, and to show self-control as they move around the classroom.

Don't forget to collect the signs at the end of the lesson.

RESPONSIBILITY REPORT

TASKS	Mon	Tue	Wed	Thu	Fri
Got to Class on Time					
Followed Directions					
Completed Class Work					
Used Appropriate Behavior					
Showed Respect					
Worked Quietly					
Helped Another Student					
Handed in Homework					
Participated in Class					

RESPONSIBILITY REPORT

TASKS	Mon	Tue	Wed	Thu	Fri
Got to Class on Time					
Followed Directions					
Completed Class Work					
Used Appropriate Behavior					
Showed Respect					
Worked Quietly					
Helped Another Student					
Handed in Homework					
Participated in Class					

RESPONSIBILITY REPORT

TASKS	Mon	Tue	Wed	Thu	Fri
Got to Class on Time					
Followed Directions					
Completed Class Work					
Used Appropriate Behavior					
Showed Respect					
Worked Quietly					
Helped Another Student					
Handed in Homework					
Participated in Class					

RESPONSIBILITY REPORT

TASKS	Mon	Tue	Wed	Thu	Fri
Got to Class on Time					
Followed Directions					
Completed Class Work					
Used Appropriate Behavior					
Showed Respect					
Worked Quietly					
Helped Another Student					
Handed in Homework					
Participated in Class					

**Webster Groves School District Guidance Curriculum
Ninth Grade**

Strand/ Unit	Content Focus	Learning Outcome	Integrations: GEDTRW*	Instructional Strategies/Activities	Assessment	MAP/ Local
Personal and Social Development	Understanding Self as an Individual and as a Member of Diverse Local and Global Communities (CG1)	• Develop skills needed to maintain a positive self-concept. (1.1)		• Future Leaders Summer Academy		
		• Recognize increased roles and responsibilities of the individual student within the family, school, and local community. (1.2)		• Future Leaders Summer Academy • “Getting to Know You” Classroom Presentations	• Exit evaluation	Local
		• Identify activities the individual student might participate in to become a contributing member of a school community. (1.3)		• Future Leaders Summer Academy • “Getting to Know You” Classroom Presentations • Individual Academic Planning Conferences	• Exit evaluation • Exit evaluation	Local
	Interacting with Others in Ways that Respect Individual and Group Differences (CG2)	• Demonstrate the ability to use interpersonal skills needed to maintain quality relationships. (2.1)		• Conflict Mediation Conferences • Department-Led Anger Management Group • Character Education Program	• Reduction of discipline referrals related to student conflicts	Local
		• Explore cultural identity and world views within the community. (2.2)	E,G,D	• Gay Straight Alliance Sponsored Activities • Mix-it-Up at Lunch Day • Students for Action and Awareness Assembly		

*Key: G = Gender; E = Ethnicity; D = Disability; T = Technology;
R = Research Skills; W = Workplace

**Webster Groves School District Guidance Curriculum
Ninth Grade**

Strand/ Unit	Content Focus	Learning Outcome	Integrations: GEDTRW*	Instructional Strategies/Activities	Assessment	MAP/ Local
Personal and Social Development	Interacting with Others in Ways that Respect Individual and Group Differences (CG2)	<ul style="list-style-type: none"> Identify personal responsibility in conflict situations, while continuing to apply problem-solving and conflict-resolution skills. (2.3) 		<ul style="list-style-type: none"> Conflict Mediation Conferences Department-Led Anger Management Group 	<ul style="list-style-type: none"> Reduction of discipline referrals related to student conflicts 	Local
	Applying Personal Safety Skills and Coping Strategies (CG3)	<ul style="list-style-type: none"> Identify problem-solving, decision-making, and refusal skills needed to make safe and healthy life choices. (3.1) 		<ul style="list-style-type: none"> Future Leaders Summer Academy Health Education Class (required) Drug Education/Social Skills Presentations MADD Assembly SADD Activities (Red Ribbon Week) 	<ul style="list-style-type: none"> Reduced number of student referrals related to drug and/or alcohol infractions 	Local
		<ul style="list-style-type: none"> Identify and utilize resources available to address personal safety issues. (3.2) 		<ul style="list-style-type: none"> Future Leaders Summer Academy 		
		<ul style="list-style-type: none"> Identify resources to help individuals cope with life changes or events. (3.3) 		<ul style="list-style-type: none"> “Getting to Know You” Classroom Presentations Individual conferences Peer Helpers Activities (Yellow Ribbon Week) 	<ul style="list-style-type: none"> Exit evaluation 	Local
Academic Development	Applying Skills Needed for Educational Achievement (CG4)	<ul style="list-style-type: none"> Review and build upon educational skills necessary to progress toward life-long learning goals. (4.1) 		<ul style="list-style-type: none"> Future Leaders Summer Academy Individual academic planning conferences Review of EXPLORE results 	<ul style="list-style-type: none"> Students will make progress towards satisfying graduation requirements Exit evaluation 	Local

*Key: G = Gender; E = Ethnicity; D = Disability; T = Technology; R = Research Skills; W = Workplace

Webster Groves School District Guidance Curriculum Ninth Grade

Strand/ Unit	Content Focus	Learning Outcome	Integrations: GEDTRW*	Instructional Strategies/Activities	Assessment	MAP/ Local
Academic Development	Applying Skills Needed for Educational Achievement (CG4)	<ul style="list-style-type: none"> Review and build upon a self-management system and adjust to increased academic demands. (4.2) 		<ul style="list-style-type: none"> Individual academic planning conferences Future Leaders Summer Academy 	<ul style="list-style-type: none"> Exit evaluation Students will make progress towards satisfying graduation requirements 	Local
	Applying the Skills of Transitioning Between Educational Levels (CG5)	<ul style="list-style-type: none"> Apply information and skills necessary to transition into high school. (5.1) 		<ul style="list-style-type: none"> Review of EXPLORE results 		
	Developing and Monitoring Personal Educational Plans (CG6)	<ul style="list-style-type: none"> Monitor and revise a 4- to 6-year educational plan. (6.1) 		<ul style="list-style-type: none"> Individual academic planning conferences Annual scheduling and transcript review conferences 	<ul style="list-style-type: none"> Exit evaluation 	Local
Career Development	Applying Career Exploration and Planning Skills in the Achievement of Career Goals (CG7)	<ul style="list-style-type: none"> Compare current strengths and limitations with the individual's career and educational plan and adjust the plan as necessary. (7.1) 	W	<ul style="list-style-type: none"> Review of EXPLORE results Individual academic planning conferences Review Career Portfolio 	<ul style="list-style-type: none"> Exit evaluation 	Local
		<ul style="list-style-type: none"> Recognize the 16 career clusters within the six career paths as a more specific organizer for exploring and preparing for careers now and in the future. (7.2) 	W	<ul style="list-style-type: none"> "Exploring Career Paths" Activity Bi-Annual Career Fair 	<ul style="list-style-type: none"> "Get to Know Yourself" Career Survey 	Local

*Key: G = Gender; E = Ethnicity; D = Disability; T = Technology;
R = Research Skills; W = Workplace

**Webster Groves School District Guidance Curriculum
Ninth Grade**

Strand/ Unit	Content Focus	Learning Outcome	Integrations: GEDTRW*	Instructional Strategies/Activities	Assessment	MAP/ Local	
Career Development	Applying Career Exploration and Planning Skills in the Achievement of Career Goals (CG7)	<ul style="list-style-type: none"> Analyze and evaluate school and community contributions as they relate to one's career and educational plan. (7.3) 	W	<ul style="list-style-type: none"> Individual academic planning conferences Bi-Annual Career Fair Annual scheduling and transcript review conferences 	<ul style="list-style-type: none"> Exit evaluation 	Local	
	Knowing Where and How to Obtain Information about the World of Work and Post-Secondary Training/Education (CG8)	<ul style="list-style-type: none"> Integrate career and educational information with knowledge of self and career clusters to identify occupations of interest. (8.1) 	W	<ul style="list-style-type: none"> "Exploring Career Paths" Activity 	<ul style="list-style-type: none"> "Get to Know Yourself" Career Survey 	Local	
		<ul style="list-style-type: none"> Identify the entrance requirements and application procedures for post-secondary options. (8.2) 	W	<ul style="list-style-type: none"> Individual academic planning conferences "Exploring Career Paths" Activity 	<ul style="list-style-type: none"> Exit evaluation "Get to Know Yourself" Career Survey 	Local	
	Applying Employment Readiness Skills and the Skills for On-the-Job Success (CG9)	<ul style="list-style-type: none"> Identify situations which would compromise ethical habits in school or work situations. (9.1) 	W				
		<ul style="list-style-type: none"> Identify and refine the job-seeking skills needed to apply for volunteer or part-time jobs in the community. (9.2) 	W	<ul style="list-style-type: none"> Individual conferences 			

*Key: G = Gender; E = Ethnicity; D = Disability; T = Technology;
R = Research Skills; W = Workplace

**Webster Groves School District Guidance Curriculum
Tenth Grade**

Strand/ Unit	Content Focus	Learning Outcome	Integrations: GEDTRW*	Instructional Strategies/Activities	Assessment	MAP/ Local
Personal and Social Development	Understanding Self as an Individual and as a Member of Diverse Local and Global Communities (CG1)	<ul style="list-style-type: none"> Implement skills necessary to exhibit and maintain a positive self-concept. (1.1) 		<ul style="list-style-type: none"> Individual conferences 		
		<ul style="list-style-type: none"> Prioritize roles and responsibilities and implement strategies in order to balance family, school, work, and local communities. (1.2) 		<ul style="list-style-type: none"> Individual conferences 		
		<ul style="list-style-type: none"> Identify and participate in activities that help the individual student become a contributing member of a global community. (1.3) 		<ul style="list-style-type: none"> Individual conferences 		
	Interacting with Others in Ways that Respect Individual and Group Differences (CG2)	<ul style="list-style-type: none"> Practice interpersonal skills in order to help maintain quality relationships. (2.1) 		<ul style="list-style-type: none"> Conflict Mediation Conferences Department-Led Anger Management Group Character Education Program 	<ul style="list-style-type: none"> Reduction of discipline referrals related to student conflicts 	Local
		<ul style="list-style-type: none"> Promote acceptance and respect for cultural differences within the global community. (2.2) 	G,D,E	<ul style="list-style-type: none"> Gay Straight Alliance Sponsored Activities Mix-It-Up at Lunch day Students for Action and Awareness Assembly 		

*Key: G = Gender; E = Ethnicity; D = Disability; T = Technology;
R = Research Skills; W = Workplace

**Webster Groves School District Guidance Curriculum
Tenth Grade**

Strand/ Unit	Content Focus	Learning Outcome	Integrations: GEDTRW*	Instructional Strategies/Activities	Assessment	MAP/ Local
Personal and Social Development	Interacting with Others in Ways that Respect Individual and Group Differences (CG2)	<ul style="list-style-type: none"> • Self-assess personal problem-solving and conflict-resolution skills to enhance relationships with others. (2.3) 		<ul style="list-style-type: none"> • Conflict Mediation Conferences • Department-Led Anger Management Group 	<ul style="list-style-type: none"> • Reduction of discipline referrals related to student conflicts 	Local
	Applying Personal Safety Skills and Coping Strategies (CG3)	<ul style="list-style-type: none"> • Utilize decision-making skills to evaluate risk-taking behavior. (3.1) 		<ul style="list-style-type: none"> • Health Education Class (required) • MADD Assembly • SADD Activities (Red Ribbon Week) • Webster University Intervention Program 	<ul style="list-style-type: none"> • Reduced number of student referrals related to drug and/or alcohol infractions 	Local
		<ul style="list-style-type: none"> • Evaluate and review resources that address personal safety issues. (3.2) 				
		<ul style="list-style-type: none"> • Analyze and refine individual coping skills to manage life-changing events. (3.3) 		<ul style="list-style-type: none"> • Individual conferences • Peer Helpers Activities (Yellow Ribbon Week) 		
Academic Development	Applying Skills Needed for Educational Achievement (CG4)	<ul style="list-style-type: none"> • Assess and apply educational skills necessary to progress toward individual life-long learning goals. (4.1) 		<ul style="list-style-type: none"> • ACT Preparation Course • Annual scheduling and transcript review conferences • Review of PLAN results • Consultation meetings with students and parents 		

*Key: G = Gender; E = Ethnicity; D = Disability; T = Technology;
R = Research Skills; W = Workplace

**Webster Groves School District Guidance Curriculum
Tenth Grade**

Strand/ Unit	Content Focus	Learning Outcome	Integrations: GEDTRW*	Instructional Strategies/Activities	Assessment	MAP/ Local
Academic Development	Applying Skills Needed for Educational Achievement (CG4)	<ul style="list-style-type: none"> Assess and apply a self-management system to meet increased academic demands. (4.2) 		<ul style="list-style-type: none"> Individual conferences Progress Report Review conferences Consultation meetings with students and parents 	<ul style="list-style-type: none"> Increased number of passing grades 	Local
	Applying the Skills of Transitioning Between Educational Levels (CG5)	<ul style="list-style-type: none"> Self-assess and apply information to expand awareness of the relationship between high school options and post-secondary options. (5.1) 	W	<ul style="list-style-type: none"> Review of PLAN results DISCOVER Interest, Abilities, and Values Inventories Activity 		
	Developing and Monitoring Personal Educational Plans (CG6)	<ul style="list-style-type: none"> Explore options and resources available to further develop personal education plans for life-long learning. (6.1) 	R	<ul style="list-style-type: none"> Individual conferences Orientation to the DISCOVER Program Review of PLAN results 		
Career Development	Applying Career Exploration and Planning Skills in the Achievement of Career Goals (CG7)	<ul style="list-style-type: none"> Revisit current career and educational plan as it relates to evolving and/or new interests, strengths, and limitations. (7.1) 	W	<ul style="list-style-type: none"> Review of PLAN results Annual scheduling and transcript review conferences 		
		<ul style="list-style-type: none"> Evaluate a variety of resources to aid in career exploration and planning now and in the future. (7.2) 	W,R	<ul style="list-style-type: none"> Bi-Annual Career Fair Job shadowing opportunities 		

*Key: G = Gender; E = Ethnicity; D = Disability; T = Technology;
R = Research Skills; W = Workplace

**Webster Groves School District Guidance Curriculum
Tenth Grade**

Strand/ Unit	Content Focus	Learning Outcome	Integrations: GEDTRW*	Instructional Strategies/Activities	Assessment	MAP/ Local	
Career Development	Applying Career Exploration and Planning Skills in the Achievement of Career Goals (CG7)	<ul style="list-style-type: none"> Analyze and evaluate school and community contributions as they relate to life career goals. (7.3) 	W	<ul style="list-style-type: none"> Bi-annual Career Fair Annual scheduling and transcript review conferences 			
	Knowing Where and How to Obtain Information about the World of Work and Post-Secondary Training/Education (CG8)	<ul style="list-style-type: none"> Analyze career and educational information to identify the most relevant resources for specific career options. (8.1) 	W	<ul style="list-style-type: none"> Annual scheduling and transcript review conferences 			
		<ul style="list-style-type: none"> Apply knowledge of self to make informed decisions about post-secondary options. (8.2) 	W	<ul style="list-style-type: none"> DISCOVER Interest, Abilities, and Values Inventories Activity Review of PLAN results 			
	Applying Employment Readiness Skills and the Skills for On-the-Job Success (CG9)	<ul style="list-style-type: none"> Identify the steps which can be used to resolve ethical issues related to school or work situations. (9.1) 	W				
		<ul style="list-style-type: none"> Compare and contrast the post-secondary application process to the job application process. (9.2) 	W	<ul style="list-style-type: none"> Orientation to the DISCOVER Program 			

*Key: G = Gender; E = Ethnicity; D = Disability; T = Technology;
R = Research Skills; W = Workplace

**Webster Groves School District Guidance Curriculum
Eleventh Grade**

Strand/ Unit	Content Focus	Learning Outcome	Integrations: GEDTRW*	Instructional Strategies/Activities	Assessment	MAP/ Local
Personal and Social Development	Understanding Self as an Individual and as a Member of Diverse Local and Global Communities (CG1)	<ul style="list-style-type: none"> Practice and modify the skills necessary to exhibit and maintain a positive self-concept. (1.1) 		<ul style="list-style-type: none"> Individual conferences 		
		<ul style="list-style-type: none"> Identify and utilize resources to help balance family, school, work, and local community roles. (1.2) 	W	<ul style="list-style-type: none"> Individual conferences 		
		<ul style="list-style-type: none"> Build upon activities and experiences that help the individual student become a contributing member of a global community. (1.3) 		<ul style="list-style-type: none"> Individual conferences 		
	Interacting with Others in Ways that Respect Individual and Group Differences (CG2)	<ul style="list-style-type: none"> Apply interpersonal skills needed to maintain quality relationships. (2.1) 		<ul style="list-style-type: none"> Conflict Mediation Conferences Department-Led Anger Management Group Character Education Program 	<ul style="list-style-type: none"> Reduction of discipline referrals related to student conflicts 	Local
		<ul style="list-style-type: none"> Exhibit respect for different cultures and points of view. (2.2) 	G,E,D	<ul style="list-style-type: none"> Gay Straight Alliance Sponsored Activities Mix-it-Up at Lunch Day Students for Action and Awareness Assembly 		

*Key: G = Gender; E = Ethnicity; D = Disability; T = Technology;
R = Research Skills; W = Workplace

**Webster Groves School District Guidance Curriculum
Eleventh Grade**

Strand/ Unit	Content Focus	Learning Outcome	Integrations: GEDTRW*	Instructional Strategies/Activities	Assessment	MAP/ Local	
Personal and Social Development	Interacting with Others in Ways that Respect Individual and Group Differences (CG2)	<ul style="list-style-type: none"> Accept personal responsibility in conflict situations. (2.3) 		<ul style="list-style-type: none"> Conflict Mediation Conferences Department-Led Anger Management Group 	<ul style="list-style-type: none"> Reduction of discipline referrals related to student conflicts 	Local	
	Applying Personal Safety Skills and Coping Strategies (CG3)	<ul style="list-style-type: none"> Analyze the impact of personal decisions on the safety and health of self and others. (3.1) 		<ul style="list-style-type: none"> Health Education Class (required) MADD Assembly SADD Activities (Red Ribbon Week) Drunk Driving Extrication Webster University Intervention Program 	<ul style="list-style-type: none"> Reduced number of student referrals related to drug and/or alcohol infractions 	Local	
		<ul style="list-style-type: none"> Demonstrate skills that reinforce a safe environment for all students. (3.2) 					
		<ul style="list-style-type: none"> Apply individual coping skills to manage life-changing events. (3.3) 		<ul style="list-style-type: none"> Individual conferences Peer Helpers Activities (Yellow Ribbon Week) 			
Academic Development	Applying Skills Needed for Educational Achievement (CG4)	<ul style="list-style-type: none"> Consistently utilize educational skills necessary to progress toward individual life-long learning goals. (4.1) 		<ul style="list-style-type: none"> ACT Preparation Course Annual scheduling and transcript review conferences Review of ACT and/or SAT results Consultation meetings with students and parents 			

*Key: G = Gender; E = Ethnicity; D = Disability; T = Technology;
R = Research Skills; W = Workplace

**Webster Groves School District Guidance Curriculum
Eleventh Grade**

Strand/ Unit	Content Focus	Learning Outcome	Integrations: GEDTRW*	Instructional Strategies/Activities	Assessment	MAP/ Local
Academic Development	Applying Skills Needed for Educational Achievement (CG4)	<ul style="list-style-type: none"> Consistently utilize a self-management system and adjust to increased academic demands. (4.2) 		<ul style="list-style-type: none"> Individual conferences Progress Report Review conferences Consultation meetings with students and parents 	<ul style="list-style-type: none"> Increased number of passing grades 	Local
	Applying the Skills of Transitioning Between Educational Levels (CG5)	<ul style="list-style-type: none"> Increase knowledge and refine skills in preparation for the senior year and post-secondary options. (5.1) 	W	<ul style="list-style-type: none"> Review of ACT and/or SAT results DISCOVER Post Secondary Planning Activity Junior Handbook Orientation College Fair Hosting of college, career, and military representatives on campus 		
	Developing and Monitoring Personal Educational Plans (CG6)	<ul style="list-style-type: none"> Evaluate and revise an educational plan for life-long learning. (6.1) 		<ul style="list-style-type: none"> Annual scheduling and transcript review conferences DISCOVER Post-Secondary Planning Activity Review of ACT and/or SAT results 		
Career Development	Applying Career Exploration and Planning Skills in the Achievement of Career Goals (CG7)	<ul style="list-style-type: none"> Analyze the education, training, and personal characteristics needed to achieve current life career goals and compare those characteristics with one's own characteristics. (7.1) 	W	<ul style="list-style-type: none"> Annual scheduling and transcript review conferences DISCOVER Post-Secondary Planning Activity Review of ACT and/or SAT results 		

*Key: G = Gender; E = Ethnicity; D = Disability; T = Technology;
R = Research Skills; W = Workplace

**Webster Groves School District Guidance Curriculum
Eleventh Grade**

Strand/ Unit	Content Focus	Learning Outcome	Integrations: GEDTRW*	Instructional Strategies/Activities	Assessment	MAP/ Local
Career Development	Applying Career Exploration and Planning Skills in the Achievement of Career Goals (CG7)	<ul style="list-style-type: none"> Utilize a variety of resources to aid in career exploration and planning. (7.2) 	W,R	<ul style="list-style-type: none"> Bi-Annual Career Fair Job shadowing opportunities College and Career Planning Seminar Night 		
		<ul style="list-style-type: none"> Identify personal contributions to a global society to be made as a result of one's life career choices. (7.3) 	W	<ul style="list-style-type: none"> Bi-Annual Career Fair Annual scheduling and transcript review conferences 		
	Knowing Where and How to Obtain Information about the World of Work and Post-Secondary Training/Education (CG8)	<ul style="list-style-type: none"> Synthesize information gathered from a variety of sources. (8.1) 		<ul style="list-style-type: none"> Annual scheduling and transcript review conferences DISCOVER Post-Secondary Planning Activity 		
		<ul style="list-style-type: none"> Apply research skills to obtain information on training and education requirements for post-secondary choices. (8.2) 	R,W	<ul style="list-style-type: none"> Annual scheduling and transcript review conferences DISCOVER Post-Secondary Planning Activity 		
	Applying Employment Readiness Skills and the Skills for On-the-Job Success (CG9)	<ul style="list-style-type: none"> Demonstrate the steps which can be used to resolve ethical issues related to school or work situations. (9.1) 	W	<ul style="list-style-type: none"> DISCOVER Post-Secondary Planning Activity Individual planning conferences 		

*Key: G = Gender; E = Ethnicity; D = Disability; T = Technology;
R = Research Skills; W = Workplace

**Webster Groves School District Guidance Curriculum
Eleventh Grade**

Strand/ Unit	Content Focus	Learning Outcome	Integrations: GEDTRW*	Instructional Strategies/Activities	Assessment	MAP/ Local
Career Development	Applying Employment Readiness Skills and the Skills for On-the- Job Success (CG9)	<ul style="list-style-type: none"> • Refine and utilize a portfolio which may be used for a variety of post-secondary opportunities. (9.2) 	W	<ul style="list-style-type: none"> • DISCOVER Post-Secondary Planning Activity • Individual planning conferences 		

*Key: G = Gender; E = Ethnicity; D = Disability; T = Technology;
R = Research Skills; W = Workplace

**Webster Groves School District Guidance Curriculum
Twelfth Grade**

Strand/ Unit	Content Focus	Learning Outcome	Integrations: GEDTRW*	Instructional Strategies/Activities	Assessment	MAP/ Local
Personal and Social Development	Understanding Self as an Individual and as a Member of Diverse Local and Global Communities (CG1)	<ul style="list-style-type: none"> Utilize the skills necessary to exhibit and maintain a life-long positive self-concept. (1.1) 		<ul style="list-style-type: none"> Individual conferences 		
		<ul style="list-style-type: none"> Exhibit the ability to balance personal, family, school, community, and work roles. (1.2) 	W	<ul style="list-style-type: none"> Individual conferences 		
		<ul style="list-style-type: none"> Exhibit the personal characteristics of a contributing member of a diverse community. (1.3) 	E,D,G	<ul style="list-style-type: none"> Individual conferences 		
	Interacting with Others in Ways that Respect Individual and Group Differences (CG2)	<ul style="list-style-type: none"> Exhibit the interpersonal skills to maintain quality relationships. (2.1) 		<ul style="list-style-type: none"> Conflict mediation conferences Department-Led Anger Management Group Character Education Program 	<ul style="list-style-type: none"> Reduction of discipline referrals related to student conflicts 	Local
		<ul style="list-style-type: none"> Advocate respect for individuals and groups. (2.2) 	E,D,G	<ul style="list-style-type: none"> Gay Straight Alliance Sponsored Activities Mix-it-Up at Lunch Day Students for Action and Awareness Assembly 		

*Key: G = Gender; E = Ethnicity; D = Disability; T = Technology;
R = Research Skills; W = Workplace

Webster Groves School District Guidance Curriculum Twelfth Grade

Strand/ Unit	Content Focus	Learning Outcome	Integrations: GEDTRW*	Instructional Strategies/Activities	Assessment	MAP/ Local
Personal and Social Development	Interacting with Others in Ways that Respect Individual and Group Differences (CG2)	<ul style="list-style-type: none"> Utilize conflict-resolution and problem-solving skills to initiate, develop, and maintain relationships with others. (2.3) 		<ul style="list-style-type: none"> Conflict Mediation Conferences Department-Led Anger Management Group 	<ul style="list-style-type: none"> Reduction of discipline referrals related to student conflicts 	Local
	Applying Personal Safety Skills and Coping Strategies (CG3)	<ul style="list-style-type: none"> Utilize decision-making skills to make safe and healthy life choices. (3.1) 		<ul style="list-style-type: none"> Health Education Class (required) MADD Assembly SADD Activities (Red Ribbon Week) Drunk Driving Extrication Webster University Intervention Program 	<ul style="list-style-type: none"> Reduced number of student referrals related to drug and/or alcohol infractions 	Local
		<ul style="list-style-type: none"> Advocate for the personal safety of self and others. (3.2) 				
		<ul style="list-style-type: none"> Exhibit coping skills to manage life-changing events. (3.3) 		<ul style="list-style-type: none"> Individual conferences Peer Helpers Activities (Yellow Ribbon Week) 		
Academic Development	Applying Skills Needed for Educational Achievement (CG4)	<ul style="list-style-type: none"> Achieve educational levels necessary to reach, maintain, and continue with individual life-long learning goals. (4.1) 		<ul style="list-style-type: none"> ACT Preparation Course Annual scheduling and transcript review conferences Review of ACT and/or SAT results Consultation meetings with students and parents 	<ul style="list-style-type: none"> Students will register for and take the necessary college entrance examines. 	Local

*Key: G = Gender; E = Ethnicity; D = Disability; T = Technology;
R = Research Skills; W = Workplace

**Webster Groves School District Guidance Curriculum
Twelfth Grade**

Strand/ Unit	Content Focus	Learning Outcome	Integrations: GEDTRW*	Instructional Strategies/Activities	Assessment	MAP/ Local
Academic Development	Applying Skills Needed for Educational Achievement (CG4)	<ul style="list-style-type: none"> Exhibit self-management skills necessary for educational achievement. (4.2) 		<ul style="list-style-type: none"> Individual conferences Progress Report Review Conferences Consultation meetings with students and parents 	<ul style="list-style-type: none"> Increased number of passing grades 	Local
	Applying the Skills of Transitioning Between Educational Levels (CG5)	<ul style="list-style-type: none"> Utilize the achievement and performance skills necessary to transition to post-secondary options. (5.1) 	W	<ul style="list-style-type: none"> Review of ACT and/or SAT results Individual planning conferences College Fair Hosting of college, career, and military representatives on campus 	<ul style="list-style-type: none"> Students will develop a post secondary plan and complete the appropriate applications needed to implement that plan. 	Local
	Developing and Monitoring Personal Educational Plans (CG6)	<ul style="list-style-type: none"> Apply information to revise and implement a personal educational plan necessary for life-long learning. (6.1) 		<ul style="list-style-type: none"> Individual Senior Conferences Senior Classroom Presentation Review of ACT and/or SAT results 	<ul style="list-style-type: none"> Students will develop a post secondary plan and complete the appropriate applications needed to implement that plan. 	Local
Career Development	Applying Career Exploration and Planning Skills in the Achievement of Career Goals (CG7)	<ul style="list-style-type: none"> Utilize knowledge of the world of work, personal interests, and strengths and limitations to develop short- and long-term post-secondary plans. (7.1) 	W	<ul style="list-style-type: none"> Individual Senior Conferences Senior Classroom Presentation Review of ACT and/or SAT results 	<ul style="list-style-type: none"> Students will develop a post secondary plan and complete the appropriate applications needed to implement that plan. 	Local
		<ul style="list-style-type: none"> Utilize knowledge of career exploration and planning to adapt to new career and educational opportunities as the world of work changes. (7.2) 	W	<ul style="list-style-type: none"> Bi-Annual Career Fair Job shadowing opportunities College and Career Planning Seminar Night 	<ul style="list-style-type: none"> Students will develop a post secondary plan and complete the appropriate applications needed to implement that plan. 	Local

*Key: G = Gender; E = Ethnicity; D = Disability; T = Technology;
R = Research Skills; W = Workplace

**Webster Groves School District Guidance Curriculum
Twelfth Grade**

Strand/ Unit	Content Focus	Learning Outcome	Integrations: GEDTRW*	Instructional Strategies/Activities	Assessment	MAP/ Local
Career Development	Applying Career Exploration and Planning Skills in the Achievement of Career Goals (CG7)	<ul style="list-style-type: none"> Respect all work as important, valuable, and necessary in maintaining a global society. (7.3) 	W,G,E,D	<ul style="list-style-type: none"> Bi-Annual Career Fair Individual Senior Conferences 		
	Knowing Where and How to Obtain Information about the World of Work and Post-Secondary Training/Education (CG8)	<ul style="list-style-type: none"> Utilize career and educational information in career decision-making. (8.1) 	R,W	<ul style="list-style-type: none"> Individual Senior Conferences DISCOVER or STRONG Inventories 	<ul style="list-style-type: none"> WGHS Alumni Survey 	Local
		<ul style="list-style-type: none"> Know and understand the levels of training and education required for life career goals. (8.2) 	W	<ul style="list-style-type: none"> Individual Senior Conferences DISCOVER or STRONG Inventories 	<ul style="list-style-type: none"> Students will complete the curriculum appropriate for their post secondary plan. 	Local
	Applying Employment Readiness Skills and the Skills for On-the-Job Success (CG9)	<ul style="list-style-type: none"> Apply personal, ethical, and work habit skills that contribute to job success. (9.1) 	W	<ul style="list-style-type: none"> Individual Senior Conferences 		
		<ul style="list-style-type: none"> Utilize appropriate job-seeking skills to obtain employment. (9.2) 	W	<ul style="list-style-type: none"> Individual Senior Conferences 		

*Key: G = Gender; E = Ethnicity; D = Disability; T = Technology;
R = Research Skills; W = Workplace