



## BOISE SCHOOL DISTRICT COUNSELOR CURRICULUM GRADES K-6

Lesson Topics	Kindergarten	First	Second	Third	Fourth	Fifth	Sixth
<b>Success In School Unit (ACADEMIC DOMAIN)</b>							
Academic Self Concept	<ul style="list-style-type: none"> <li>School Success (attendance &amp; following directions)</li> </ul>			<ul style="list-style-type: none"> <li>School Success (build with being prepared &amp; accepting mistakes)</li> </ul>	<ul style="list-style-type: none"> <li>School Success (managing supplies, assignments, &amp; successful study space)</li> </ul>	<ul style="list-style-type: none"> <li>School Success (test preparation, time management, &amp; study schedule)</li> </ul>	<ul style="list-style-type: none"> <li>School Success (educational goals, &amp; managing educational stress)</li> </ul>
Skills For Learning		<ul style="list-style-type: none"> <li>School Success (build with on time &amp; asking for help)</li> </ul>	<ul style="list-style-type: none"> <li>School Success (build with completing assignments)</li> </ul>	<ul style="list-style-type: none"> <li>Testing (types, purpose, &amp; how to manage feelings)</li> </ul>	<ul style="list-style-type: none"> <li>Testing (types, purpose, &amp; test anxiety)</li> </ul>	<ul style="list-style-type: none"> <li>Learning Style &amp; Educational Stress reduction</li> </ul>	
<b>Conflict Management Unit (PERSONAL/SOCIAL DOMAIN)</b>							
Understanding Self	<ul style="list-style-type: none"> <li>Feelings (4 types)</li> <li>Experience of Feelings</li> </ul>	<ul style="list-style-type: none"> <li>Emotions (5 types)</li> <li>Uniqueness &amp; Respect</li> </ul>	<ul style="list-style-type: none"> <li>Emotions (6 types)</li> <li>Uniqueness &amp; Respect</li> </ul>	<ul style="list-style-type: none"> <li>Uniqueness &amp; Respect</li> <li>Group Membership</li> </ul>	<ul style="list-style-type: none"> <li>Emotions (effect on body &amp; healthy expression)</li> <li>Human Diversity (groups)</li> </ul>	<ul style="list-style-type: none"> <li>Emotional Safety (harassment)</li> <li>Adolescence &amp; Stress Management</li> </ul>	<ul style="list-style-type: none"> <li>Emotional Safety (harassment)</li> <li>Stress Management</li> </ul>
Communication Skills	<ul style="list-style-type: none"> <li>(Non)/Verbal, I-Message</li> <li>Listening Skills</li> <li>Tattling/Reporting</li> </ul>	<ul style="list-style-type: none"> <li>I-Message (2 part)</li> <li>Listening Skills</li> </ul>	<ul style="list-style-type: none"> <li>I-Message (3 part)</li> <li>Listening Skills (friendship)</li> </ul>	<ul style="list-style-type: none"> <li>I-Message (3 part)</li> <li>Listening Manners</li> </ul>	<ul style="list-style-type: none"> <li>I-Message (friendships)</li> <li>Reflective Listening (friendships)</li> </ul>	<ul style="list-style-type: none"> <li>I-Message (family)</li> <li>Child v. Adult Message, Reflective Listening (family)</li> </ul>	<ul style="list-style-type: none"> <li>I-Message (community)</li> <li>Styles of Communication (impact on community)</li> </ul>
Decision Making (D. M.)	<ul style="list-style-type: none"> <li>(Un)/acceptable Behavior/Touching</li> <li>Managing Conflict</li> </ul>	<ul style="list-style-type: none"> <li>Manage Emotions</li> <li>Need for Rules</li> <li>D. M. Skills</li> <li>Managing Conflict</li> </ul>	<ul style="list-style-type: none"> <li>Actions related to emotion</li> <li>Consequences</li> <li>D. M. Skills</li> <li>Managing Conflict</li> </ul>	<ul style="list-style-type: none"> <li>Behavior (affect of other's feelings on us)</li> <li>Behavior (affect on health)</li> <li>D. M. Skills</li> <li>Managing Conflict</li> </ul>	<ul style="list-style-type: none"> <li>Perception</li> <li>Responsible for Behavior(friendships)</li> <li>D. M. Skills (friendships)</li> <li>Managing Conflict (friendships)</li> </ul>	<ul style="list-style-type: none"> <li>Cause &amp; Effect of Conflict</li> <li>Responsible for Behavior (family)</li> <li>D. M. Skills (family)</li> <li>Managing Conflict (family)</li> </ul>	<ul style="list-style-type: none"> <li>Cause &amp; Effect of Conflict</li> <li>Prejudice/Discrimination</li> <li>Responsible for Behavior(communit)</li> <li>D. M. Skills and Managing Conflict (community)</li> </ul>
<b>Safe Choices Unit (PERSONAL/SOCIAL DOMAIN)</b>							
Personal Safety	<ul style="list-style-type: none"> <li>Stranger Safety</li> <li>Real v. Pretend</li> <li>Firearm Safety</li> </ul>	<ul style="list-style-type: none"> <li>Stranger Safety</li> <li>Touches</li> <li>Firearm Safety</li> </ul>	<ul style="list-style-type: none"> <li>Stranger &amp; Touch Review</li> <li>Firearm Safety</li> </ul>	<ul style="list-style-type: none"> <li>Stranger &amp; Touch Review</li> <li>Firearm Safety &amp; Technology Safety</li> </ul>	<ul style="list-style-type: none"> <li>Responsibility for Safety</li> <li>Firearm Safety &amp; Technology Safety</li> </ul>	<ul style="list-style-type: none"> <li>Impact of Risky Behavior</li> </ul>	<ul style="list-style-type: none"> <li>Impact of Risky Behavior</li> </ul>
Drugs	<ul style="list-style-type: none"> <li>Medicine &amp; Rules</li> <li>Helpful/Harmful Drugs</li> <li>Healthy Choices</li> </ul>	<ul style="list-style-type: none"> <li>OTC v. Prescription &amp; Rules</li> </ul>	<ul style="list-style-type: none"> <li>Drugs &amp; Medicine (review) Defined</li> </ul>	<ul style="list-style-type: none"> <li>Misuse/Abuse of Medicine</li> </ul>			
Tobacco		<ul style="list-style-type: none"> <li>Tobacco (introduction) Short/Long Term Effect, &amp; Refusal Skills</li> </ul>	<ul style="list-style-type: none"> <li>Tobacco Long Term Effect &amp; Refusal Skills</li> </ul>	<ul style="list-style-type: none"> <li>Tobacco Misuse, Addiction, Physical Effects, Second Hand Smoke, &amp; Refusal</li> </ul>	<ul style="list-style-type: none"> <li>Tobacco &amp; Alcohol (physical effects &amp; family impact)</li> </ul>	<ul style="list-style-type: none"> <li>Tobacco Physical Effects, Behaviors, Consequences, Stress Reduction</li> </ul>	<ul style="list-style-type: none"> <li>Tobacco (review) Legal Consequences</li> </ul>
Alcohol		<ul style="list-style-type: none"> <li>Alcohol (introduction) Short/Long Term Effect, &amp; Refusal Skills</li> </ul>	<ul style="list-style-type: none"> <li>Alcohol Long Term Effect &amp; Refusal Skills</li> </ul>	<ul style="list-style-type: none"> <li>Alcohol Use/Misuse, Addiction, Physical Effects</li> </ul>		<ul style="list-style-type: none"> <li>Alcohol Physical Effects, Behaviors, Consequences, Stress Reduction</li> </ul>	<ul style="list-style-type: none"> <li>Alcohol (review) Effects Based on Standard Serving Sizes &amp; Legal Consequences</li> </ul>
Illegal Drugs					<ul style="list-style-type: none"> <li>Marijuana (introduction)</li> </ul>	<ul style="list-style-type: none"> <li>Marijuana Physical Effects, Behaviors, Consequences, Stress Reduction</li> </ul>	<ul style="list-style-type: none"> <li>Illegal Drugs Legal Consequences &amp; Stress Reduction</li> </ul>
Influences & Refusal Skills					<ul style="list-style-type: none"> <li>Media Influence &amp; Refusal Skills</li> </ul>	<ul style="list-style-type: none"> <li>Media Influence, Strategies to Resist &amp; Refusal Skills</li> </ul>	<ul style="list-style-type: none"> <li>Media Influence &amp; Refusal Skills</li> </ul>
<b>Careers &amp; Future Planning (CAREER DOMAIN)</b>							
Career Awareness	<ul style="list-style-type: none"> <li>How Skills Learned Relate to Future &amp; Career</li> </ul>	<ul style="list-style-type: none"> <li>How Skills Learned Relate to Future &amp; Career</li> </ul>	<ul style="list-style-type: none"> <li>Career Choices &amp; Skills Needed.</li> </ul>	<ul style="list-style-type: none"> <li>Career (personal choice, interests &amp; skills needed)</li> </ul>	<ul style="list-style-type: none"> <li>Career (personal choice, how academics relate)</li> </ul>	<ul style="list-style-type: none"> <li>Career (apitude, interest, exposure, &amp; values)</li> <li>Begin Classification of Careers</li> </ul>	<ul style="list-style-type: none"> <li>Career (how decision making, academics, &amp; relationship skills relate)</li> </ul>
Employment Readiness							<ul style="list-style-type: none"> <li>Career (responsibility, dependability, punctuality, integrity &amp; effort)</li> </ul>
<b>Total # of Lessons *</b>	15	16	15	16	16	16	16

\*Each bullet represents one lesson. For a detailed list of the lesson objectives, refer to the Counselor Curriculum.



## BOISE SCHOOL DISTRICT COUNSELOR INSTRUCTIONAL OVERVIEW GRADES 7-12

Lesson Topics	Seventh	Eighth	Ninth	Tenth	Eleventh	Twelfth
<b>ACADEMIC DOMAIN</b>						
<p>Focus is on ensuring high levels of academic achievement</p> <p>Academic planning is linked to career development by focusing on the academic &amp; skill requirements for student-selected careers</p> <p>Academic planning is linked to college and other post secondary opportunities</p>		<p><b>What's Your Plan?</b> <i>Identifying educational goals &amp; developing a plan</i></p>	<p><b>C-Core &amp; GPA</b> <i>Computing c-core average &amp; grade point average &amp; relating to future planning</i></p> <p><b>What's Your Plan?</b> <i>Reviewing &amp; assessing educational goals &amp; plans</i></p> <p><b>Sophomore Pre-registration: What's Your Plan?</b> <i>Developing &amp; implementing an annual plan of study to maximize academic ability &amp; achievement, including beginning e-course selection</i></p>	<p><b>Junior Pre-registration: What's Your Plan?</b> <i>Developing &amp; implementing an annual <u>Individualized Graduation Plan</u> to maximize academic ability &amp; achievement, including e-course selection</i></p>	<p><b>Senior Pre-Registration: Finalizing Your Plan!</b> <i>Developing &amp; implementing an annual <u>Individualized Graduation Plan</u> to maximize academic ability &amp; achievement, including e-course selection</i></p>	<p><b>Senior Double-check &amp; Future Planning</b> <i>Reviewing graduation plans &amp; identifying options beyond high school consistent with interests, achievement &amp; abilities</i></p>
<p>Focus is on individual planning for student success</p>	<p><b>I Can Talk to Someone</b> <i>Problem solving &amp; decision making skills</i></p> <p><b>Study Skills Inventory</b> <i>Evaluate study skills</i></p>					
<b>CAREER DOMAIN</b>						
<p>Focus is on high levels of career awareness, preparation &amp; planning skills</p> <p>Focus is on facilitating the transition of students to further learning after high school</p>	<p><b>Career Clusters in CIS Junior</b> <i>Exploring career options</i></p>	<p><b>IDEAS</b> <i>Identifying interests linked to career choice &amp; to career pathways</i></p>	<p><b>Exploring eCIS</b> <i>Researching data to pursue career &amp; future planning</i> <i>Information recognizing that in an increasingly complex, divers, and technology-driven world, earning a high school diploma may not be enough</i></p>	<p><b>Sophomore College &amp; Career Readiness Orientation</b> <i>Becoming familiar with career, military, technical education &amp; college, and testing resources available in the Career Center</i></p> <p><b>Learning Styles Inventory</b></p>	<p><b>Junior College &amp; Career Readiness Orientation</b> <i>Identifying post-secondary options &amp; understanding the college admission process by recognizing the need to prepare for life after high school by gaining the skills and knowledge that is essential to college and workforce training readiness</i></p> <p><b>Thinking Ahead: Career Profiles</b> <i>Identifying post-secondary options &amp; understanding the college admission process</i></p> <p><b>Resumes &amp; Cover Letters</b> <i>Identifying key elements &amp; creating effective work/ personal resumes &amp; cover letters</i></p>	<p><b>Options Beyond High School: Promoting a College-Going Culture</b> <i>Understanding that school success is the preparation to make successful transition, from high school to college or work</i></p> <p><b>Do What You Are</b> <i>Guiding career paths and educational planning by using an assessment designed to help identify student interest</i></p>
<b>PERSONALSOCIAL DOMAIN</b>						
<p>Focus is on decision-making, respecting self &amp; others &amp; safety skills</p>	<p><b>Bullying &amp; Harassment</b> <i>Defining, identifying &amp; assessing bullying &amp; harassment</i></p>	<p><b>Rumors</b> <i>Analyzing beliefs &amp; personal roles in rumors</i></p>	<p><b>Taking Risks</b> <i>Defining, identifying &amp; assessing risky behavior</i></p>			
<b>Total # of Lessons*</b>	<b>4</b>	<b>3</b>	<b>5</b>	<b>3</b>	<b>4</b>	<b>3</b>