

SWALLOW SCHOOL DISTRICT CURRICULUM GUIDE

Curriculum Area: Guidance

Course Length: Weekly Class Year Long

Grade: 4K-2nd

Date Last Approved: March 15, 2017; **Reviewed** Spring 2021

Stage 1: Desired Results

Course Description and Purpose: Swallow elementary students have the benefit of staff using cross-curricular collaboration to make meaning for students in their personal development as they approach academic and career planning.

Students have Guidance weekly for 30 minutes for the duration of the school year. The counselor plans with grade level teachers to ensure relevant learning units of study and exploration of academic and career planning. Both areas of focus are rooted in cross-curricular lessons tied to science, math and/or social studies units already taught within each grade level. This also includes an element of learning from and with others across the world and a transformative experience through an annual service-learning project at each grade level. A full outline by grade level for career exploration is linked in the District's Education for Employment Plan.

Personal Development

Students are led through a series of scaffolding exercises in personal development to increase their awareness of themselves, develop effective interpersonal skills for the world around them, and understand how they can maintain their overall mental health. Specifically, students will: a) acquire the knowledge, attitudes, and interpersonal skills to understand themselves and appreciate the diverse backgrounds and experiences of others, b) demonstrate effective decision-making, problem-solving, and goal-setting, and c) understand and use safety and wellness skills.

Career Exploration

Students begin career exploration to increase their awareness of themselves and the careers that directly affect and assist them in their daily lives. The students will: 1) acquire knowledge relating to careers of community helpers, 2) understand what those community helpers do and what technology they use in their jobs.

Academic Preparation

Students' exercises focus on academic preparation and skills and what it means to be a good student. Students practice these skills and discuss the importance of academic skills to learn at developmentally appropriate levels. The students will: 1) acquire the attitudes, knowledge, and skills that contribute to successful learning in school and 2) understand how their academic experiences prepare them to be successful at home and in the community.

Enduring Understandings:

Personal Development:

- Develop empathy and skills for learning.
- Be able to effectively manage strong emotions.
- Learn and apply problem-solving and decision-making skills.

Career Exploration:

- Understand the jobs of community helpers.
- Understand how helpers in the community affect your life.

Essential Questions:

Personal Development:

- What kinds of personal perspectives and social responses provide the best foundation for working with other people?
- Why is it important to accurately identify feelings in ourselves and others, and why people might have different feelings about the same situation?
- Why is it important to understand our strong emotions, such as anger or anxiety, and to manage them?
- What are effective means for managing strong emotions when they occur?
- How can we identify a problem nonjudgmentally and select an appropriate solution?
- What are common conflict situations and what part might we play in them occurring?

<p>c) Learn and apply community helpers use technology and tools in their job</p> <p><u>Academic Preparation:</u></p> <p>a) How good academic/learner skills help you in school.</p> <p>b) How organization helps someone make and achieve goals.</p> <p>c) Know personal learner skill strengths and weaknesses.</p> <p>d) Know ways in which to develop lifelong learner skills.</p>	<p><u>Career Exploration:</u></p> <ol style="list-style-type: none"> 1. What interests and skills do you have that would make you a good employee or community helper? 2. Can you identify the major responsibilities of each community helper? 3. What are common tools each community helper uses in their job and what are they used for? <p><u>Academic Preparation:</u></p> <ol style="list-style-type: none"> 1. How are academic skills related to future success? 2. What can you do to develop a learner skill? 3. What are some ways in which academic skills prepare you for life?
--	---

Learning Targets:

1. Students will develop the skills and knowledge necessary to be successful in learning throughout their academic career.
2. Students will develop the knowledge and skills necessary to understand different perspectives.
3. Students will demonstrate problem-solving and goal-setting skills.
4. Students will develop the skills to gather credible and current career-path information.

Stage 2: Learning Plan										
<p>Key Topics:</p> <p>I. Empathy and Respect</p> <p>Listening with Attention</p>	<p>Standards Referenced:</p> <p>American School Counselor Association Student Standards</p>									
	<p>Learning Targets Addressed:</p> <p>Students will develop the knowledge and skills necessary to understand different perspectives.</p>									
	<p>Key Unit Resources</p>									
	<ul style="list-style-type: none"> • Second Step 									
	<p>Assessment Map:</p> <table> <tr> <th>Type</th><th>Level</th><th>Assessment Detail</th></tr> <tr> <td>Practice</td><td>Knowledge</td><td> <ul style="list-style-type: none"> • Written or stated responses to social scenarios. • Ongoing staff feedback about students' long-term and situational use of learned social skills. </td></tr> <tr> <td>Formative</td><td>Skills/ Reasoning</td><td> <ul style="list-style-type: none"> • Role-play in response to social situations. • Peer review about effectiveness of responses. • Teachers will use ongoing observational judgments about students' understanding of self and job characteristics assessments, and proficiency with preparing for needed skill development. </td></tr> </table>		Type	Level	Assessment Detail	Practice	Knowledge	<ul style="list-style-type: none"> • Written or stated responses to social scenarios. • Ongoing staff feedback about students' long-term and situational use of learned social skills. 	Formative	Skills/ Reasoning
Type	Level	Assessment Detail								
Practice	Knowledge	<ul style="list-style-type: none"> • Written or stated responses to social scenarios. • Ongoing staff feedback about students' long-term and situational use of learned social skills. 								
Formative	Skills/ Reasoning	<ul style="list-style-type: none"> • Role-play in response to social situations. • Peer review about effectiveness of responses. • Teachers will use ongoing observational judgments about students' understanding of self and job characteristics assessments, and proficiency with preparing for needed skill development. 								

II. Understanding Different Perspectives Respecting Similarities and Differences	Standards Referenced: American School Counselor Association Student Standards											
	Learning Targets Addressed: Students will develop the knowledge and skills necessary to understand different perspectives.											
	Key Unit Resources											
	<ul style="list-style-type: none">Second Step											
	Assessment Map:											
	<table><tr><th>Type</th><th>Level</th><th>Assessment Detail</th></tr><tr><td>Practice</td><td>Knowledge</td><td><ul style="list-style-type: none">Written or stated responses to social scenarios.Ongoing staff feedback about students’ long-term and situational use of learned social skills.</td></tr><tr><td>Formative</td><td>Skills/ Reasoning</td><td><ul style="list-style-type: none">Role-play in response to social situations.Peer review about effectiveness of responses.Teachers will use ongoing observational judgments about students’ understanding of self and job characteristics assessments, and proficiency with preparing for needed skill development.</td></tr></table>	Type	Level	Assessment Detail	Practice	Knowledge	<ul style="list-style-type: none">Written or stated responses to social scenarios.Ongoing staff feedback about students’ long-term and situational use of learned social skills.	Formative	Skills/ Reasoning	<ul style="list-style-type: none">Role-play in response to social situations.Peer review about effectiveness of responses.Teachers will use ongoing observational judgments about students’ understanding of self and job characteristics assessments, and proficiency with preparing for needed skill development.		
Type	Level	Assessment Detail										
Practice	Knowledge	<ul style="list-style-type: none">Written or stated responses to social scenarios.Ongoing staff feedback about students’ long-term and situational use of learned social skills.										
Formative	Skills/ Reasoning	<ul style="list-style-type: none">Role-play in response to social situations.Peer review about effectiveness of responses.Teachers will use ongoing observational judgments about students’ understanding of self and job characteristics assessments, and proficiency with preparing for needed skill development.										

<div>III. Understanding Complex Feelings</div> <div>Being Assertive</div>	<div>Standards Referenced:</div> <div>American School Counselor Association Student Standards</div>										
	<div>Learning Targets Addressed:</div> <div>Students will develop the knowledge and skills necessary to understand different perspectives.</div>										
	<div>Key Unit Resources</div>										
	<div><ul style="list-style-type: none">Second Step</div>										
	<div>Assessment Map:</div> <table><tr><th>Type</th><th>Level</th><th>Assessment Detail</th></tr><tr><td>Practice</td><td>Knowledge</td><td><ul style="list-style-type: none">Written or stated responses to social scenarios.Ongoing staff feedback about students' long-term and situational use of learned social skills.</td></tr><tr><td>Formative</td><td>Skills/ Reasoning</td><td><ul style="list-style-type: none">Role-play in response to social situations.Peer review about effectiveness of responses.Teachers will use ongoing observational judgments about students' understanding of</td></tr></table>			Type	Level	Assessment Detail	Practice	Knowledge	<ul style="list-style-type: none">Written or stated responses to social scenarios.Ongoing staff feedback about students' long-term and situational use of learned social skills.	Formative	Skills/ Reasoning
Type	Level	Assessment Detail									
Practice	Knowledge	<ul style="list-style-type: none">Written or stated responses to social scenarios.Ongoing staff feedback about students' long-term and situational use of learned social skills.									
Formative	Skills/ Reasoning	<ul style="list-style-type: none">Role-play in response to social situations.Peer review about effectiveness of responses.Teachers will use ongoing observational judgments about students' understanding of									

			self and job characteristics assessments, and proficiency with preparing for needed skill development.											
IV. Conversations and Compliments Joining In Showing Compassion	Standards Referenced: American School Counselor Association Student Standards Learning Targets Addressed: Students will develop the knowledge and skills necessary to understand different perspectives. <table><tr><td>Key Unit Resources</td></tr><tr><td><ul style="list-style-type: none">Second Step</td></tr></table> Assessment Map: <table><tr><th>Type</th><th>Level</th><th>Assessment Detail</th></tr><tr><td>Practice</td><td>Knowledge</td><td><ul style="list-style-type: none">Written or stated responses to social scenarios.Ongoing staff feedback about students' long-term and situational use of learned social skills.</td></tr><tr><td>Formative</td><td>Skills/ Reasoning</td><td><ul style="list-style-type: none">Role-play in response to social situations.Peer review about effectiveness of responses.Teachers will use ongoing observational judgments about students' understanding of self and job characteristics assessments, and proficiency with preparing for needed skill development.</td></tr></table>			Key Unit Resources	<ul style="list-style-type: none">Second Step	Type	Level	Assessment Detail	Practice	Knowledge	<ul style="list-style-type: none">Written or stated responses to social scenarios.Ongoing staff feedback about students' long-term and situational use of learned social skills.	Formative	Skills/ Reasoning	<ul style="list-style-type: none">Role-play in response to social situations.Peer review about effectiveness of responses.Teachers will use ongoing observational judgments about students' understanding of self and job characteristics assessments, and proficiency with preparing for needed skill development.
Key Unit Resources														
<ul style="list-style-type: none">Second Step														
Type	Level	Assessment Detail												
Practice	Knowledge	<ul style="list-style-type: none">Written or stated responses to social scenarios.Ongoing staff feedback about students' long-term and situational use of learned social skills.												
Formative	Skills/ Reasoning	<ul style="list-style-type: none">Role-play in response to social situations.Peer review about effectiveness of responses.Teachers will use ongoing observational judgments about students' understanding of self and job characteristics assessments, and proficiency with preparing for needed skill development.												
V. Managing Strong Feelings Calming Down Anger Managing Anxiety	Standards Referenced: American School Counselor Association Student Standards Learning Targets Addressed: Students will develop the knowledge and skills necessary to understand different perspectives. <table><tr><td>Key Unit Resources</td></tr><tr><td><ul style="list-style-type: none">Second Step</td></tr></table> Assessment Map: <table><tr><th>Type</th><th>Level</th><th>Assessment Detail</th></tr></table>			Key Unit Resources	<ul style="list-style-type: none">Second Step	Type	Level	Assessment Detail						
Key Unit Resources														
<ul style="list-style-type: none">Second Step														
Type	Level	Assessment Detail												

	<table><tr><td>Practice</td><td>Knowledge</td><td><ul style="list-style-type: none">• Written or stated responses to social scenarios.• Ongoing staff feedback about students' long-term and situational use of learned social skills.</td></tr><tr><td>Formative</td><td>Skills/ Reasoning</td><td><ul style="list-style-type: none">• Role-play in response to social situations.• Peer review about effectiveness of responses.• Teachers will use ongoing observational judgments about students' understanding of self and job characteristics assessments, and proficiency with preparing for needed skill development.</td></tr></table>	Practice	Knowledge	<ul style="list-style-type: none">• Written or stated responses to social scenarios.• Ongoing staff feedback about students' long-term and situational use of learned social skills.	Formative	Skills/ Reasoning	<ul style="list-style-type: none">• Role-play in response to social situations.• Peer review about effectiveness of responses.• Teachers will use ongoing observational judgments about students' understanding of self and job characteristics assessments, and proficiency with preparing for needed skill development.					
Practice	Knowledge	<ul style="list-style-type: none">• Written or stated responses to social scenarios.• Ongoing staff feedback about students' long-term and situational use of learned social skills.										
Formative	Skills/ Reasoning	<ul style="list-style-type: none">• Role-play in response to social situations.• Peer review about effectiveness of responses.• Teachers will use ongoing observational judgments about students' understanding of self and job characteristics assessments, and proficiency with preparing for needed skill development.										
<div>VI. Avoid Jumping to Conclusions</div> <div>Handling Put-Downs</div> <div>Solving Problems</div>	<div>Standards Referenced: American School Counselor Association Student Standards</div> <div>Learning Targets Addressed: Students will develop the knowledge and skills necessary to understand different perspectives.</div> <div><table><tr><td>Key Unit Resources</td></tr><tr><td><ul style="list-style-type: none">• Second Step</td></tr></table></div> <div>Assessment Map:<table><tr><th>Type</th><th>Level</th><th>Assessment Detail</th></tr><tr><td>Practice</td><td>Knowledge</td><td><ul style="list-style-type: none">• Written or stated responses to social scenarios.• Ongoing staff feedback about students' long-term and situational use of learned social skills.</td></tr><tr><td>Formative</td><td>Skills/ Reasoning</td><td><ul style="list-style-type: none">• Role-play in response to social situations.• Peer review about effectiveness of responses.• Teachers will use ongoing observational judgments about students' understanding of self and job characteristics assessments, and proficiency with preparing for needed skill development.</td></tr></table></div>	Key Unit Resources	<ul style="list-style-type: none">• Second Step	Type	Level	Assessment Detail	Practice	Knowledge	<ul style="list-style-type: none">• Written or stated responses to social scenarios.• Ongoing staff feedback about students' long-term and situational use of learned social skills.	Formative	Skills/ Reasoning	<ul style="list-style-type: none">• Role-play in response to social situations.• Peer review about effectiveness of responses.• Teachers will use ongoing observational judgments about students' understanding of self and job characteristics assessments, and proficiency with preparing for needed skill development.
Key Unit Resources												
<ul style="list-style-type: none">• Second Step												
Type	Level	Assessment Detail										
Practice	Knowledge	<ul style="list-style-type: none">• Written or stated responses to social scenarios.• Ongoing staff feedback about students' long-term and situational use of learned social skills.										
Formative	Skills/ Reasoning	<ul style="list-style-type: none">• Role-play in response to social situations.• Peer review about effectiveness of responses.• Teachers will use ongoing observational judgments about students' understanding of self and job characteristics assessments, and proficiency with preparing for needed skill development.										
<div>VII. Making a Plan</div> <div>Being Responsible for Your Own Actions</div>	<div>Standards Referenced: American School Counselor Association Student Standards</div> <div>Learning Targets Addressed: Students will develop the knowledge and skills necessary to understand different perspectives.</div>											

	Key Unit Resources										
	<ul style="list-style-type: none">Second Step										
	Assessment Map: <table><tr><th>Type</th><th>Level</th><th>Assessment Detail</th></tr><tr><td>Practice</td><td>Knowledge</td><td><ul style="list-style-type: none">Written or stated responses to social scenarios.Ongoing staff feedback about students' long-term and situational use of learned social skills.</td></tr><tr><td>Formative</td><td>Skills/ Reasoning</td><td><ul style="list-style-type: none">Role-play in response to social situations.Peer review about effectiveness of responses.Teachers will use ongoing observational judgments about students' understanding of self and job characteristics assessments, and proficiency with preparing for needed skill development.</td></tr></table>			Type	Level	Assessment Detail	Practice	Knowledge	<ul style="list-style-type: none">Written or stated responses to social scenarios.Ongoing staff feedback about students' long-term and situational use of learned social skills.	Formative	Skills/ Reasoning
Type	Level	Assessment Detail									
Practice	Knowledge	<ul style="list-style-type: none">Written or stated responses to social scenarios.Ongoing staff feedback about students' long-term and situational use of learned social skills.									
Formative	Skills/ Reasoning	<ul style="list-style-type: none">Role-play in response to social situations.Peer review about effectiveness of responses.Teachers will use ongoing observational judgments about students' understanding of self and job characteristics assessments, and proficiency with preparing for needed skill development.									

Career Exploration (Throughout the school year at various times) I. Personal qualities <ul style="list-style-type: none">Learning stylesAcademic Skills Work skills	Standards Referenced: American School Counselor Association Student Standards Learning Targets Addressed: Students will develop the skills and knowledge necessary to be successful in learning throughout their academic career. Students will demonstrate problem-solving and goal-setting skills. Students will develop the skills to gather credible and current career-path information. Key Unit Resources <ul style="list-style-type: none">Second StepXelloWisconsin Career Clusters Assessment Map: <table><tr><th>Type</th><th>Level</th><th>Assessment Detail</th></tr><tr><td>Practice</td><td>Knowledge</td><td><ul style="list-style-type: none">Written or stated responses to prompts.</td></tr><tr><td>Formative</td><td>Skills/ Reasoning</td><td><ul style="list-style-type: none">Analyze the benefits and of various personality traits in community helper job positions.Match identified personality traits to various job or position requirements.</td></tr></table>	Type	Level	Assessment Detail	Practice	Knowledge	<ul style="list-style-type: none">Written or stated responses to prompts.	Formative	Skills/ Reasoning	<ul style="list-style-type: none">Analyze the benefits and of various personality traits in community helper job positions.Match identified personality traits to various job or position requirements.
Type	Level	Assessment Detail								
Practice	Knowledge	<ul style="list-style-type: none">Written or stated responses to prompts.								
Formative	Skills/ Reasoning	<ul style="list-style-type: none">Analyze the benefits and of various personality traits in community helper job positions.Match identified personality traits to various job or position requirements.								

	<table><tr><td></td><td></td><td><ul style="list-style-type: none">● Match various educational subjects (i.e. math, reading, writing, speaking) to various job or position requirements.● Teachers will use ongoing observational judgments about students' understanding of self and job characteristics assessments, and proficiency with preparing for needed skill development.</td></tr></table>			<ul style="list-style-type: none">● Match various educational subjects (i.e. math, reading, writing, speaking) to various job or position requirements.● Teachers will use ongoing observational judgments about students' understanding of self and job characteristics assessments, and proficiency with preparing for needed skill development.												
		<ul style="list-style-type: none">● Match various educational subjects (i.e. math, reading, writing, speaking) to various job or position requirements.● Teachers will use ongoing observational judgments about students' understanding of self and job characteristics assessments, and proficiency with preparing for needed skill development.														
II. Academic Skills <ul style="list-style-type: none">● Employability skills● Problem-solving	<p>Standards Referenced: American School Counselor Association Student Standards</p> <p>Learning Targets Addressed: Students will develop the skills and knowledge necessary to be successful in learning throughout their academic career.</p> <p>Students will demonstrate problem-solving and goal-setting skills.</p> <p>Students will develop the skills to gather credible and current career-path information.</p> <table><tr><td colspan="3">Key Unit Resources</td></tr><tr><td colspan="3"><ul style="list-style-type: none">● Second Step● Xello● Wisconsin Career Clusters</td></tr></table> <p>Assessment Map:</p> <table><tr><th>Type</th><th>Level</th><th>Assessment Detail</th></tr><tr><td>Practice</td><td>Knowledge</td><td><ul style="list-style-type: none">● Written or stated responses to prompts.</td></tr><tr><td>Formative</td><td>Skills/ Reasoning</td><td><ul style="list-style-type: none">● Analyze the benefits and of various personality traits in community helper job positions.● Match identified personality traits to various job or position requirements.● Match various educational subjects (i.e. math, reading, writing, speaking) to various job or position requirements.● Teachers will use ongoing observational judgments about students' understanding of self and job characteristics assessments, and proficiency with preparing for needed skill development.</td></tr></table>	Key Unit Resources			<ul style="list-style-type: none">● Second Step● Xello● Wisconsin Career Clusters			Type	Level	Assessment Detail	Practice	Knowledge	<ul style="list-style-type: none">● Written or stated responses to prompts.	Formative	Skills/ Reasoning	<ul style="list-style-type: none">● Analyze the benefits and of various personality traits in community helper job positions.● Match identified personality traits to various job or position requirements.● Match various educational subjects (i.e. math, reading, writing, speaking) to various job or position requirements.● Teachers will use ongoing observational judgments about students' understanding of self and job characteristics assessments, and proficiency with preparing for needed skill development.
Key Unit Resources																
<ul style="list-style-type: none">● Second Step● Xello● Wisconsin Career Clusters																
Type	Level	Assessment Detail														
Practice	Knowledge	<ul style="list-style-type: none">● Written or stated responses to prompts.														
Formative	Skills/ Reasoning	<ul style="list-style-type: none">● Analyze the benefits and of various personality traits in community helper job positions.● Match identified personality traits to various job or position requirements.● Match various educational subjects (i.e. math, reading, writing, speaking) to various job or position requirements.● Teachers will use ongoing observational judgments about students' understanding of self and job characteristics assessments, and proficiency with preparing for needed skill development.														

III. Job Requirements

- Personal growth
- Personal health

Standards Referenced:
American School Counselor Association Student Standards

Learning Targets Addressed:
Students will develop the skills and knowledge necessary to be successful in learning throughout their academic career.

Students will demonstrate problem-solving and goal-setting skills.

Students will develop the skills to gather credible and current career-path information.

Key Unit Resources

- Second Step
- Xello
- Wisconsin Career Clusters

Assessment Map:

Type	Level	Assessment Detail
Practice	Knowledge	<ul style="list-style-type: none">● Written or stated responses to prompts.
Formative	Skills/ Reasoning	<ul style="list-style-type: none">● Analyze the benefits and of various personality traits in community helper job positions.● Match identified personality traits to various job or position requirements.● Match various educational subjects (i.e. math, reading, writing, speaking) to various job or position requirements.● Teachers will use ongoing observational judgments about students’ understanding of self and job characteristics assessments, and proficiency with preparing for needed skill development.

IV. Goal-Setting

- Establishing goals
- Making a plan

Standards Referenced:
American School Counselor Association Student Standards

Learning Targets Addressed:
Students will develop the skills and knowledge necessary to be successful in learning throughout their academic career.

Students will demonstrate problem-solving and goal-setting skills.

Students will develop the skills to gather credible and current career-path information.

Key Unit Resources

- Second Step

- Xello
- Wisconsin Career Clusters

Assessment Map:

Type	Level	Assessment Detail
Practice	Knowledge	<ul style="list-style-type: none"> • Written or stated responses to prompts.
Formative	Skills/ Reasoning	<ul style="list-style-type: none"> • Analyze the benefits and of various personality traits in community helper job positions. • Match identified personality traits to various job or position requirements. • Match various educational subjects (i.e. math, reading, writing, speaking) to various job or position requirements. • Teachers will use ongoing observational judgments about students' understanding of self and job characteristics assessments, and proficiency with preparing for needed skill development.

Academic Preparation
(Throughout the school year at various times)

I. Organization

- Personal organization style

Standards Referenced:

American School Counselor Association Student Standards

Learning Targets Addressed:

Students will develop the skills and knowledge necessary to be successful in learning throughout their academic career.

Students will demonstrate problem-solving and goal-setting skills.

Students will develop the skills to gather credible and current career-path information.

Key Unit Resources

- Second Step
- Xello
- Wisconsin Career Clusters

Assessment Map:

Type	Level	Assessment Detail
Practice	Knowledge	<ul style="list-style-type: none"> • Written or stated responses to prompts.
Formative	Skills/ Reasoning	<ul style="list-style-type: none"> • Be able to explain verbally to an adult a variety of academic and lifelong learner skills. • Be able to identify one's own profile of learner skill strengths and weaknesses. • Be able to develop a plan for improving such a skill.

	<table><tr><td></td><td></td><td><ul style="list-style-type: none">Teacher observations of student application of various lifelong learner skills.</td></tr></table>			<ul style="list-style-type: none">Teacher observations of student application of various lifelong learner skills.								
		<ul style="list-style-type: none">Teacher observations of student application of various lifelong learner skills.										
II. Prioritizing <ul style="list-style-type: none">Evaluating importance	<p>Standards Referenced: American School Counselor Association Student Standards</p> <p>Learning Targets Addressed: Students will develop the skills and knowledge necessary to be successful in learning throughout their academic career.</p> <p>Students will demonstrate problem-solving and goal-setting skills.</p> <p>Students will develop the skills to gather credible and current career-path information.</p> <table><tr><td>Key Unit Resources</td></tr><tr><td><ul style="list-style-type: none">Second StepXelloWisconsin Career Clusters</td></tr></table> <p>Assessment Map:</p> <table><tr><th>Type</th><th>Level</th><th>Assessment Detail</th></tr><tr><td>Practice</td><td>Knowledge</td><td><ul style="list-style-type: none">Written or stated responses to prompts.</td></tr><tr><td>Formative</td><td>Skills/ Reasoning</td><td><ul style="list-style-type: none">Be able to explain verbally to an adult a variety of academic and lifelong learner skills.Be able to identify one’s own profile of learner skill strengths and weaknesses.Be able to develop a plan for improving such a skill.Teacher observations of student application of various lifelong learner skills.</td></tr></table>	Key Unit Resources	<ul style="list-style-type: none">Second StepXelloWisconsin Career Clusters	Type	Level	Assessment Detail	Practice	Knowledge	<ul style="list-style-type: none">Written or stated responses to prompts.	Formative	Skills/ Reasoning	<ul style="list-style-type: none">Be able to explain verbally to an adult a variety of academic and lifelong learner skills.Be able to identify one’s own profile of learner skill strengths and weaknesses.Be able to develop a plan for improving such a skill.Teacher observations of student application of various lifelong learner skills.
Key Unit Resources												
<ul style="list-style-type: none">Second StepXelloWisconsin Career Clusters												
Type	Level	Assessment Detail										
Practice	Knowledge	<ul style="list-style-type: none">Written or stated responses to prompts.										
Formative	Skills/ Reasoning	<ul style="list-style-type: none">Be able to explain verbally to an adult a variety of academic and lifelong learner skills.Be able to identify one’s own profile of learner skill strengths and weaknesses.Be able to develop a plan for improving such a skill.Teacher observations of student application of various lifelong learner skills.										
III. Work Quality <ul style="list-style-type: none">Meeting expectations	<p>Standards Referenced: American School Counselor Association Student Standards</p> <p>Learning Targets Addressed: Students will develop the skills and knowledge necessary to be successful in learning throughout their academic career.</p> <p>Students will demonstrate problem-solving and goal-setting skills.</p> <p>Students will develop the skills to gather credible and current career-path information.</p> <table><tr><td>Key Unit Resources</td></tr><tr><td><ul style="list-style-type: none">Second StepXelloWisconsin Career Clusters</td></tr></table> <p>Assessment Map:</p>	Key Unit Resources	<ul style="list-style-type: none">Second StepXelloWisconsin Career Clusters									
Key Unit Resources												
<ul style="list-style-type: none">Second StepXelloWisconsin Career Clusters												

	<table><tr><th>Type</th><th>Level</th><th>Assessment Detail</th></tr><tr><td>Practice</td><td>Knowledge</td><td><ul style="list-style-type: none">Written or stated responses to prompts.</td></tr><tr><td>Formative</td><td>Skills/ Reasoning</td><td><ul style="list-style-type: none">Be able to explain verbally to an adult a variety of academic and lifelong learner skills.Be able to identify one’s own profile of learner skill strengths and weaknesses.Be able to develop a plan for improving such a skill.Teacher observations of student application of various lifelong learner skills.</td></tr></table>	Type	Level	Assessment Detail	Practice	Knowledge	<ul style="list-style-type: none">Written or stated responses to prompts.	Formative	Skills/ Reasoning	<ul style="list-style-type: none">Be able to explain verbally to an adult a variety of academic and lifelong learner skills.Be able to identify one’s own profile of learner skill strengths and weaknesses.Be able to develop a plan for improving such a skill.Teacher observations of student application of various lifelong learner skills.		
Type	Level	Assessment Detail										
Practice	Knowledge	<ul style="list-style-type: none">Written or stated responses to prompts.										
Formative	Skills/ Reasoning	<ul style="list-style-type: none">Be able to explain verbally to an adult a variety of academic and lifelong learner skills.Be able to identify one’s own profile of learner skill strengths and weaknesses.Be able to develop a plan for improving such a skill.Teacher observations of student application of various lifelong learner skills.										
IV. Time Management <ul style="list-style-type: none">Project planning	<p>Standards Referenced: American School Counselor Association Student Standards</p> <p>Learning Targets Addressed: Students will develop the skills and knowledge necessary to be successful in learning throughout their academic career.</p> <p>Students will demonstrate problem-solving and goal-setting skills.</p> <p>Students will develop the skills to gather credible and current career-path information.</p> <table><tr><th>Key Unit Resources</th></tr><tr><td><ul style="list-style-type: none">Second StepXelloWisconsin Career Clusters</td></tr></table> <p>Assessment Map:</p> <table><tr><th>Type</th><th>Level</th><th>Assessment Detail</th></tr><tr><td>Practice</td><td>Knowledge</td><td><ul style="list-style-type: none">Written or stated responses to prompts.</td></tr><tr><td>Formative</td><td>Skills/ Reasoning</td><td><ul style="list-style-type: none">Be able to explain verbally to an adult a variety of academic and lifelong learner skills.Be able to identify one’s own profile of learner skill strengths and weaknesses.Be able to develop a plan for improving such a skill.Teacher observations of student application of various lifelong learner skills.</td></tr></table>	Key Unit Resources	<ul style="list-style-type: none">Second StepXelloWisconsin Career Clusters	Type	Level	Assessment Detail	Practice	Knowledge	<ul style="list-style-type: none">Written or stated responses to prompts.	Formative	Skills/ Reasoning	<ul style="list-style-type: none">Be able to explain verbally to an adult a variety of academic and lifelong learner skills.Be able to identify one’s own profile of learner skill strengths and weaknesses.Be able to develop a plan for improving such a skill.Teacher observations of student application of various lifelong learner skills.
Key Unit Resources												
<ul style="list-style-type: none">Second StepXelloWisconsin Career Clusters												
Type	Level	Assessment Detail										
Practice	Knowledge	<ul style="list-style-type: none">Written or stated responses to prompts.										
Formative	Skills/ Reasoning	<ul style="list-style-type: none">Be able to explain verbally to an adult a variety of academic and lifelong learner skills.Be able to identify one’s own profile of learner skill strengths and weaknesses.Be able to develop a plan for improving such a skill.Teacher observations of student application of various lifelong learner skills.										
V. Cooperation <ul style="list-style-type: none">Working as a group member	<p>Standards Referenced: American School Counselor Association Student Standards</p> <p>Learning Targets Addressed: Students will develop the skills and knowledge necessary to be successful in learning throughout their academic career.</p> <p>Students will demonstrate problem-solving and goal-setting skills.</p>											

Students will develop the skills to gather credible and current career-path information.

Key Unit Resources

- Second Step
- Xello
- Wisconsin Career Clusters

Assessment Map:

Type	Level	Assessment Detail
Practice	Knowledge	<ul style="list-style-type: none">• Written or stated responses to prompts.
Formative	Skills/ Reasoning	<ul style="list-style-type: none">• Be able to explain verbally to an adult a variety of academic and lifelong learner skills.• Be able to identify one's own profile of learner skill strengths and weaknesses.• Be able to develop a plan for improving such a skill.• Teacher observations of student application of various lifelong learner skills.