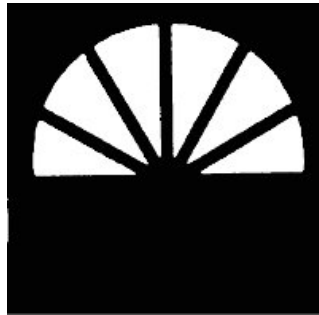


**WEST LINN-WILSONVILLE SCHOOL DISTRICT**  
**West Linn, Oregon**



**Comprehensive Guidance &  
Counseling Program  
Grades K-12**

**May 2006**

**It is the policy of the West Linn/Wilsonville Board of Education and School District that there will be no discrimination or harassment on the grounds of race, color, sex, marital status, religion, national origin, age, or disability in any educational programs, activities, or employment. Persons having questions about equal opportunity and nondiscrimination should contact the Personnel Director at the West Linn/Wilsonville School District, 503-673-7000.**

**The K-12 Comprehensive Guidance & Counseling Program was developed through a collaborative partnership between West Linn-Wilsonville School District and the Education Trust Foundation.**

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**We would like to extend our sincere appreciation to the following individuals who supported the development efforts of this program and guide.**

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West Linn-Wilsonville School District School Board

Woodburn School District

Susanne Yockey, Counselor, Stafford Primary School (2004-2005)

# **OREGON DEPARTMENT OF EDUCATION**

## **Oregon's Framework for Comprehensive Guidance and Counseling Programs Pre-Kindergarten through Twelfth Grade**

The framework presented in this document was used to evaluate current district programs, organize improvements, and develop The West Linn-Wilsonville School District Comprehensive Guidance & Counseling Program.

**Oregon's Framework for Comprehensive Guidance and Counseling Programs  
Pre-Kindergarten through Twelfth Grade** is a document of approximately 150 pages.

The file is available on the ODE website for reference and printing:

<http://www.ode.state.or.us/groups/supportstaff/counselors/oregonframework-cgcp.pdf>

# **AMERICAN SCHOOL COUNSELOR ASSOCIATION (ASCA)**

## **ASCA National Standards for School Counseling Programs (Competencies and Indicators)**

This framework maximizes the full potential of national standards documents and directly addresses current education reform efforts. This includes the reauthorization of the Elementary and Secondary Education Act, which emphasizes increased accountability for all federally funded programs.

The ASCA National Standards align with the State of Oregon Framework for Comprehensive Guidance and Counseling Programs and are integrated into the West Linn-Wilsonville School District Comprehensive Guidance & Counseling Program.



# ASCA NATIONAL STANDARDS (Competencies and Indicators)

**Legend:** A: A1.1 = Academic Domain: Standard A, Competency 1 and Indicator 1

## **Academic Development**

**Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.**

### **A:A1 Improve Academic Self-concept**

- A:A1.1 Articulate feelings of competence and confidence as learners
- A:A1.2 Display a positive interest in learning
- A:A1.3 Take pride in work and achievement
- A:A1.4 Accept mistakes as essential to the learning process
- A:A1.5 Identify attitudes and behaviors which lead to successful learning

### **A:A2 Acquire Skills for Improving Learning**

- A:A2.1 Apply time-management and task-management skills
- A:A2.2 Demonstrate how effort and persistence positively influence
- A:A2.3 Use communications skills to know when and how to ask for help when needed
- A:A2.4 Apply knowledge and learning styles to positively influence school performance

### **A:A3 Achieve School Success**

- A:A3.1 Take responsibility for their actions
- A:A3.2 Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students.
- A:A3.3 Develop a broad range of interests and abilities
- A:A3.4 Demonstrate dependability, productivity and initiative
- A:A3.5 Share knowledge

**Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.**

### **A:B1 Improve Learning**

- A:B1.1 Demonstrate the motivation to achieve individual potential
- A:B1.2 Learn and apply critical-thinking skills
- A:B1.3 Apply the study skills necessary for academic success at each level
- A:B1.4 Seek information and support from faculty, staff, family and peers
- A:B1.5 Organize and apply academic information from a variety of sources
- A:B1.6 Use knowledge of learning styles to positively influence school performance
- A:B1.7 Become a self-directed and independent learner

### **A:B2 Plan to Achieve Goals**

- A:B2.1 Establish challenging academic goals in elementary, middle/junior high and high school
- A:B2.2 Use assessment results in educational planning
- A:B2.3 Develop and implement annual plan of study to maximize academic ability and achievement
- A:B2.4 Apply knowledge of aptitudes and interests to goal setting
- A:B2.5 Use problem-solving and decision-making skills to assess progress toward educational goals
- A:B2.6 Understand the relationship between classroom performance and success in school
- A:B2.7 Identify post-secondary options consistent with interests, achievement, aptitude, and abilities

**Standard C: Students will understand the relationship of academics to the world of work and to life at home and in the community.**

**A:C1 Relate School to Life Experiences**

- A:C1.1 Demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family life
- A:C1.2 Seek co-curricular and community experiences to enhance the school experience
- A:C1.3 Understand the relationship between learning and work
- A:C1.4 Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining and maintaining life goals
- A:C1.5 Understand that school success is the preparation to make the transition from student to community member
- A:C1.6 Understand how school success and academic achievement enhance future career and vocational opportunities

## Career Development

**Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.**

**C:A1 Develop Career Awareness**

- C:A1.1 Develop skills to locate, evaluate and interpret career information
- C:A1.2 Learn about the variety of traditional and nontraditional occupations
- C:A1.3 Develop an awareness of personal abilities, skills, interests and motivations
- C:A1.4 Learn how to interact and work cooperatively in teams
- C:A1.5 Learn to make decisions
- C:A1.6 Learn how to set goals
- C:A1.7 Understand the importance of planning
- C:A1.8 Pursue and develop competency in areas of interest
- C:A1.9 Develop hobbies and vocational interests
- C:A1.10 Balance between work and leisure time

**C:A2 Develop Employment Readiness**

- C:A2.1 Acquire employability skills such as working on a team, problem-solving and organizational skills
- C:A2.2 Apply job readiness skills to seek employment opportunities
- C:A2.3 Demonstrate knowledge about the changing workplace
- C:A2.4 Learn about the rights and responsibilities of employers and employees
- C:A2.5 Learn to respect individual uniqueness in the workplace
- C:A2.6 Learn how to write a resume
- C:A2.7 Develop a positive attitude toward work and learning
- C:A2.8 Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace
- C:A2.9 Utilize time- and task-management skills

**Standard B: Students will employ strategies to achieve future career goals with success and satisfaction.**

**C:B1 Acquire Career Information**

- C:B1.1 Apply decision-making skills to career planning, course selection and career transition
- C:B1.2 Identify personal skills, interests and abilities and relate them to current career choice
- C:B1.3 Demonstrate knowledge of the career-planning process
- C:B1.4 Know the various ways in which occupations can be classified
- C:B1.5 Use research and information resources to obtain career information
- C:B1.6 Learn to use the Internet to access career-planning information
- C:B1.7 Describe traditional and nontraditional career choices and how they relate to career choice
- C:B1.8 Understand how changing economic and societal needs influence employment trends and future training



### **C:B2 Identify Career Goals**

- C:B2.1 Demonstrate awareness of the education and training needed to achieve career goals
- C:B2.2 Assess and modify their educational plan to support career
- C:B2.3 Use employability and job readiness skills in internship, mentoring, shadowing and/or other work experience
- C:B2.4 Select course work that is related to career interests
- C:B2.5 Maintain a career-planning portfolio

**Standard C: Students will understand the relationship between personal qualities, education, training and the world of work.**

### **C:C1 Acquire Knowledge to Achieve Career Goals**

- C:C1.1 Understand the relationship between educational achievement and career success
- C:C1.2 Explain how work can help to achieve personal success and satisfaction
- C:C1.3 Identify personal preferences and interests influencing career choice and success
- C:C1.4 Understand that the changing workplace requires lifelong learning and acquiring new skills
- C:C1.5 Describe the effect of work on lifestyle
- C:C1.6 Understand the importance of equity and access in career choice
- C:C1.7 Understand that work in an important and satisfying means of personal expression

### **C:C2 Apply Skills to Achieve Career Goals**

- C:C2.1 Demonstrate how interests, abilities and achievement relate to achieving personal, social, educational and career goals
- C:C2.2 Learn how to use conflict management skills with peers and adults
- C:C2.3 Learn to work cooperatively with others as a team member
- C:C2.4 Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing and/or mentoring experiences

## **Personal/Social Development**

**Standard A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.**

### **PS:A1 Acquire Self-knowledge**

- PS:A1.1 Develop positive attitudes toward self as a unique and worthy person
- PS:A1.2 Identify values, attitudes and beliefs
- PS:A1.3 Learn the goal-setting process
- PS:A1.4 Understand change is a part of growth
- PS:A1.5 Identify and express feelings
- PS:A1.6 Distinguish between appropriate and inappropriate behavior
- PS:A1.7 Recognize personal boundaries, rights and privacy needs
- PS:A1.8 Understand the need for self-control and how to practice it
- PS:A1.9 Demonstrate cooperative behavior in groups
- PS:A1.10 Identify personal strengths and assets
- PS:A1.11 Identify and discuss changing personal and social roles
- PS:A1.12 Identify and recognize changing family roles

### **PS:A2 Acquire Interpersonal Skills**

- PS:A2.1 Recognize that everyone has rights and responsibilities
- PS:A2.2 Respect alternative points of view
- PS:A2.3 Recognize, accept, respect and appreciate individual differences
- PS:A2.4 Recognize, accept and appreciate ethnic and cultural diversity
- PS:A2.5 Recognize and respect differences in various family configurations
- PS:A2.6 Use effective communications skills
- PS:A2.7 Know that communication involves speaking, listening and nonverbal behavior
- PS:A2.8 Learn how to make and keep friends

**Standard B: Students will make decisions, set goals and take necessary action to achieve goals.****PS:B1 Self-knowledge Application**

- PS:B1.1 Use a decision-making and problem-solving model
- PS:B1.2 Understand consequences of decisions and choices
- PS:B1.3 Identify alternative solutions to a problem
- PS:B1.4 Develop effective coping skills for dealing with problems
- PS:B1.5 Demonstrate when, where and how to seek help for solving problems and making decisions
- PS:B1.6 Know how to apply conflict resolution skills
- PS:B1.7 Demonstrate a respect and appreciation for individual and cultural differences
- PS:B1.8 Know when peer pressure is influencing a decision
- PS:B1.9 Identify long- and short-term goals
- PS:B1.10 Identify alternative ways of achieving goals
- PS:B1.11 Use persistence and perseverance in acquiring knowledge and skills
- PS:B1.12 Develop and action plan to set and achieve realistic goals

**Standard C: Students will understand safety and survival skills****PS:C1 Acquire Personal Safety Skills**

- PS:C1.1 Demonstrate knowledge of personal information (i.e. telephone number, home address, emergency contact)
- PS:C1.2 Learn about the relationship between rules, laws, safety and the protection of rights of the individual
- PS:C1.3 Learn about the differences between appropriate and inappropriate physical contact
- PS:C1.4 Demonstrate the ability to set boundaries, rights and personal privacy
- PS:C1.5 Differentiate between situations requiring peer support and situations requiring adult professional help
- PS:C1.6 Identify resource people in the school and community, and know how to seek their help
- PS:C1.7 Apply effective problem-solving and decision-making skills to make safe and healthy choices
- PS:C1.8 Learn about the emotional and physical dangers of substance use and abuse
- PS:C1.9 Learn how to cope with peer pressure
- PS:C1.10 Learn techniques for managing stress and conflict
- PS:C1.11 Learn coping skills for managing life events

**THOMAS LICKONA, Ph.D. &  
MATTHEW DAVIDSON, Ph.D.**

**CENTER FOR THE 4<sup>TH</sup> AND 5<sup>TH</sup> Rs  
(RESPECT AND RESPONSIBILITY)**

*State University of New York College at Cortland*

**CHARACTER EDUCATION PARTNERSHIP**

*Washington, D.C.*

***Smart & Good High Schools: Integrating  
Excellence and Ethics for Success in  
School, Work, and Beyond***

This report is the result of a two-year study of American high schools. The study included site visits to 24 award-winning high schools, a comprehensive research review, and the input of a *National Experts Panel* and a *National Student Leaders Panel*. The report encourages a paradigm shift in character education – from focusing only on moral character to focusing on both **performance character** (striving for excellence) and **moral character** (striving for ethical behavior). Although the findings and recommendations come out of high school research, the report's conceptual framework and many of its practices are as relevant to middle and primary school education.

This model of excellence and ethics and associated practices supports the West Linn-Wilsonville School District vision “to create learning communities for the greatest thinkers and most thoughtful people...for the world”. It is being used within schools and classrooms to strengthen the district culture surrounding high standards for both academic achievement and personal/community character.

*A Report to the Nation*

# Smart & Good High Schools

*Integrating Excellence  
and Ethics for Success  
in School, Work, and Beyond*



Promising Practices for Building  
8 Strengths of Character That Help Youth  
Lead Productive, Ethical, and Fulfilling Lives

*Thomas Lickona, Ph.D. & Matthew Davidson, Ph.D.*

Center for the 4th and 5th Rs (Respect and Responsibility)  
State University of New York College at Cortland

Character Education Partnership  
Washington, D.C.

Major support provided by a grant  
from the John Templeton Foundation



*"Great study." "Can't wait to put this in place in my high school."*

*—participants, Smart & Good High Schools Regional Institute*



# Smart & Good High Schools

## *Integrating Excellence and Ethics for Success in School, Work, and Beyond*

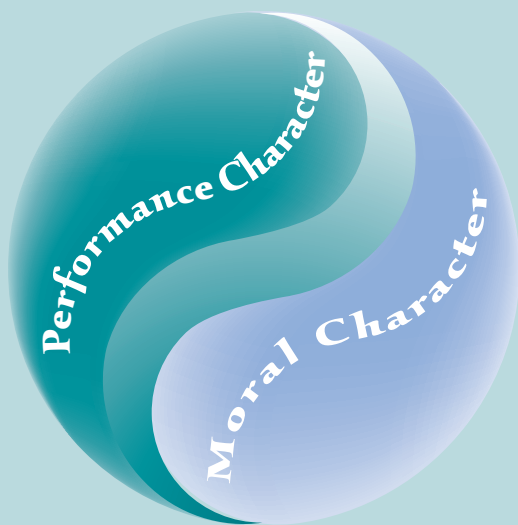
*Smart & Good High Schools* is a national study of American high schools—including site visits to 24 diverse schools, hundreds of interviews, a comprehensive research review, and the input of a National Experts Panel and a National Student Leaders Panel. The report offers a vision of educational excellence and nearly 100 promising practices designed to foster human flourishing over a lifetime. From our research we draw two major conclusions:

1

*There is national consensus regarding the need for character—  
doing our best work, doing the right thing, living a life of purpose.*

**Performance character is a mastery orientation.** It consists of those qualities—such as diligence, a strong work ethic, a positive attitude, perseverance, ingenuity, and self-discipline—needed to realize one’s potential for excellence in school, the workplace, or any area of endeavor.

**Moral character is a relational orientation.** It consists of those qualities—such as integrity, justice, caring, respect, responsibility, and cooperation—needed for successful interpersonal relationships and ethical behavior.



✓ **Cultural indicators** from every sector of American life—political and military, business and education, sports and entertainment, families and communities—demonstrate the need to develop citizens of all ages who lead ethical and purposeful lives and contribute to a productive, just, and caring society.

✓ There has been a **growing response**—evidenced by public discourse about character, employers’ emphasis on character in the workplace, attention to character in educational research and social science, and a resurgence of character education in our schools and communities—to meet this need for character.

✓ To date, **high schools have not responded adequately** to these character challenges; one reason is that the field of character education has not previously conceptualized character **to include both excellence and ethics**—performance character and moral character.

# 2

*Smart & Good High Schools educate for character—both performance character and moral character.*

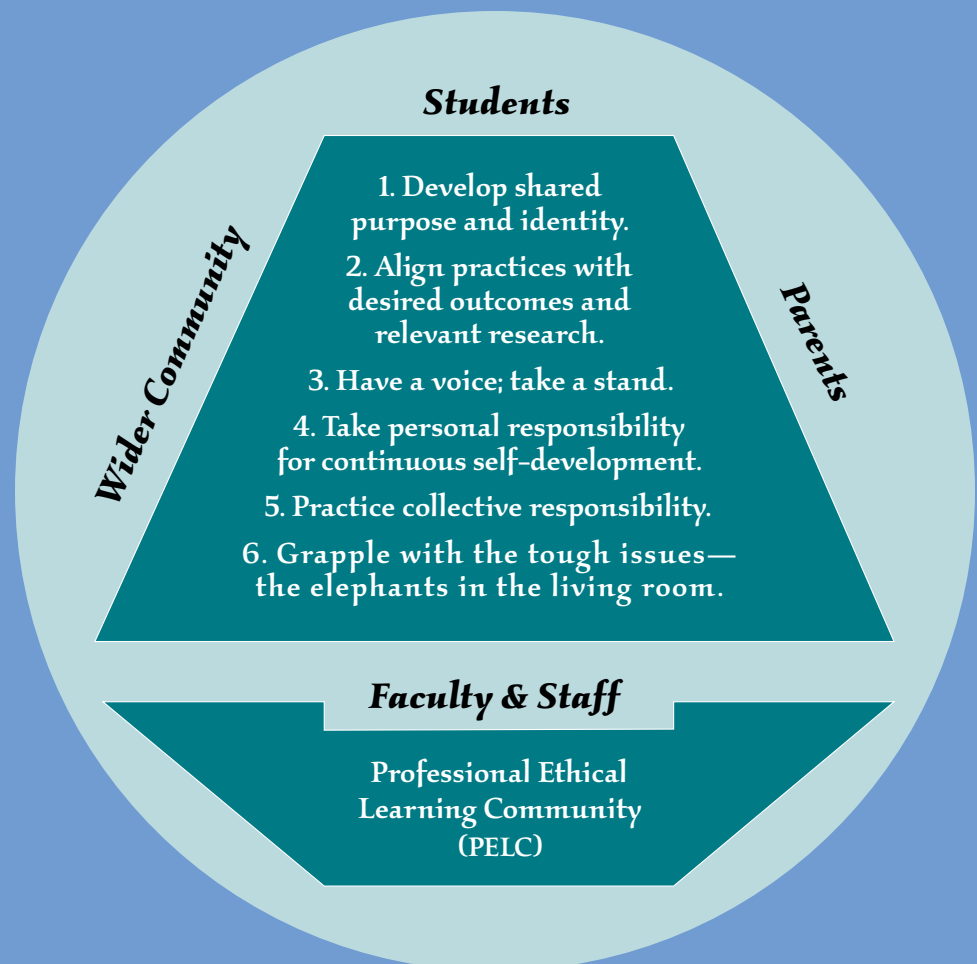
## Smart & Good High Schools:

- ✓ believe that both **performance character** and **moral character**—excellence and ethics—are essential for leading a productive, ethical, and fulfilling life.
- ✓ **utilize all things** in the life of the school—curriculum, discipline, co-curricular activities, rituals, and traditions—as opportunities to develop performance character and moral character.
- ✓ create an **ethical learning community** where faculty and staff, students, parents, and the wider community support and challenge each other in their quest for excellence and ethics.
- ✓ create a **professional ethical learning community** where faculty, staff, and administrators are committed to continuous self-development and ongoing improvement of the practices used to develop performance character and moral character.
- ✓ **work to establish the conditions**—such as strong leadership, optimal school size, time for planning and reflection, supportive scheduling, manageable teaching loads, a safe and orderly environment, trusting and respectful relationships, and adequate budgetary resources—that support the implementation of the Smart & Good High Schools vision.

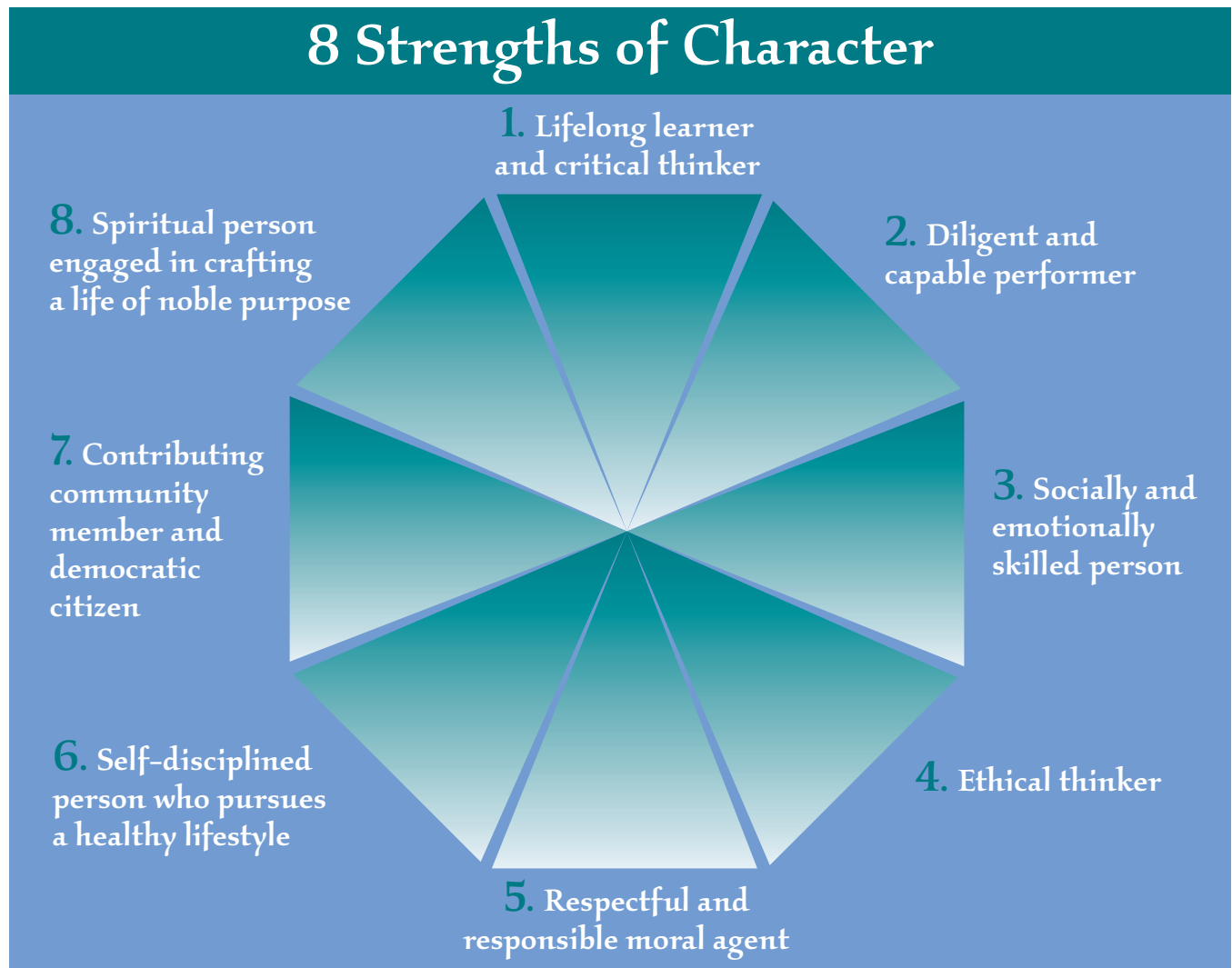
## Ethical Learning Community (ELC)

*Developing Collective Responsibility for Excellence and Ethics*

In an **ethical learning community**, faculty and staff, students, parents and the wider community support and challenge each other to do their best work (performance character) and be their best ethical self (moral character).



The *Smart & Good High Schools* report defines performance character and moral character in terms of **8 strengths of character** and describes promising practices, drawn from our study, for each of these developmental outcomes.



Additional support for *Smart & Good High Schools* was provided by The Abraham Lincoln Center for Character Development, Albany International Corp., Casillas Foundation, Carrollwood Day School, the Center for the Advancement of Ethics and Character, the Character Development Group, the Character Education Partnership, the Josephson Institute of Ethics, Fred Sarkis, Hal Urban, Hyde Schools, International Educational Foundation, Learning for Life, New Hampton School, and the Sanford and Priscilla McDonnell Foundation.

*To download a copy of the full report, go to [www.cortland.edu/character/highschool](http://www.cortland.edu/character/highschool)*



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# WEST LINN-WILSONVILLE SCHOOL DISTRICT

## Comprehensive Guidance & Counseling Program

### Grades K-12

The **Smart & Good High Schools**<sup>1</sup> report defines performance character and moral character in terms of the following 8 strengths of character and exhibited behaviors:

1. Lifelong learner and critical thinker
  - Strives to acquire the knowledge that characterizes an educated person
  - Approaches learning as a lifelong process
  - Demonstrates skills of critical analysis
  - Takes seriously the perspectives of others
  - Seeks expert opinion and credible evidence
  - Makes connections and integrates knowledge
  - Generates alternative solutions
  - Demonstrates willingness to admit error and modify thinking
2. Diligent and capable performer
  - Strives for excellence; gives best effort
  - Demonstrates initiative and self-discipline
  - Knows standards of quality and creates high-quality products; takes pride in work
  - Sets personal goals and assesses progress
  - Perseveres in the face of difficulty
3. Socially and emotionally skilled person
  - Possesses a healthy self-confidence and a positive attitude
  - Demonstrates basic courtesy in social situations
  - Communicates effectively
  - Works well with others
  - Resolves conflicts fairly
  - Has emotional intelligence, including self-knowledge and the ability to manage emotions
4. Ethical thinker
  - Possesses moral discernment – including good judgment, moral reasoning, and ethical wisdom
  - Has a well-formed conscience – including a sense of obligation to do the right thing
  - Has a strong moral identity that is defined by one's moral commitments
  - Possesses the moral competence, or “know-how” needed to translate discernment, conscience, and identify into effective moral behavior.
5. Respectful and responsible moral agent
  - Respects the rights and dignity of all persons
  - Understands that respect includes the right of conscience to disagree respectfully with others' beliefs or behaviors
  - Possesses a strong sense of personal efficacy and responsibility to do what's right
  - Takes responsibility for mistakes
  - Accepts responsibility for setting a good example and being a positive influence
  - Develops and exercises capacity for moral leadership
6. Self-disciplined person who pursues a healthy lifestyle
  - Demonstrates self-control across a wide range of situations
  - Pursues physical, emotional, and mental health
  - Makes responsible personal choices that contribute to ongoing self-development, a healthy lifestyle, and a positive future



**WEST LINN-WILSONVILLE SCHOOL DISTRICT**  
**Comprehensive Guidance & Counseling Program**  
**Grades K-12**

7. Contributing community member and democratic citizen
  - Contributes to family, classroom, school, and community
  - Demonstrates civic virtues and skills needed for participation in democratic values
  - Appreciates the nation's democratic heritage and democratic values
  - Demonstrates awareness of interdependence and a sense of responsibility to humanity
8. Spiritual person engaged in crafting a life of noble purpose
  - Seeks a life of noble purpose
  - Formulates life goals and ways to pursue
  - Considers existential questions (e.g. "What is happiness?", "What is the meaning of life?", "What is the purpose of *my* life?")
  - Cultivates an appreciation of transcendent values such as truth, beauty, and goodness
  - Pursues authentic happiness
  - Possesses a rich inner life
  - Pursues deep, meaningful connections – to others, nature, a higher power, and so on

<sup>1</sup> Lickona, T., and Davidson, M. (2005). *Smart & Good High Schools: Integrating excellence and ethics for success in school, work, and beyond*. Cortland, N.Y.: Center for the 4<sup>th</sup> and 5<sup>th</sup> Rs (Respect & Responsibility)/Washington, D.C.: Character Education Partnership.

# **CHARACTER EDUCATION PARTNERSHIP (CEP)**

*Washington, D.C.*

## ***CEP's Eleven Principles of Effective Character Education™***

"There is no single script for effective character education, but there are some important basic principles. The following eleven principles serve as criteria that schools and other groups can use to plan a character education effort and to evaluate available character education programs, books, and curriculum resources."

## ***Character Education Quality Standards***

"Character Education Quality Standards outlines key components of effective character education and allows schools and districts to assess their efforts in relation to these criteria. This instrument provides a means for reflecting on current practices, identifying short- and long-term objectives, and developing or improving a strategic plan."

The character education model implemented in the West Linn-Wilsonville School District is reflective of *CEP's Eleven Principles of Effective Character Education™*. The focus is on creating school cultures and classrooms where character and learning are valued, modeled, and practiced through real daily actions. The district's character education curriculum is a foundation block and integral part of the West Linn-Wilsonville Comprehensive Guidance & Counseling Program.

The West Linn-Wilsonville School District was named as one of 17 semi-finalists for the **2004 National Schools of Character Award**. The award is granted by the Character Education Partnership (CEP) and recognizes K-12 schools and districts demonstrating outstanding character education initiatives yielding positive results in student behavior, school climate, and academic performance.

***CEP's Eleven Principles of Effective Character Education™*** is a 6 page document.

The file is available on the CEP website for reference and printing:

<http://www.character.org/atf/cf/{77B36AC3-5057-4795-8A8F-9B2FCB86F3EB}/ElevenPrinciples.pdf>

***Character Education Quality Standards*** is a 16 page document.

The file is available on the CEP website for reference and printing:

<http://www.character.org/atf/cf/{77B36AC3-5057-4795-8A8F-9B2FCB86F3EB}/QualityStandards.pdf>

# ***West Linn-Wilsonville School District Character Education Curriculum Framework (Grades K-12)***

The West Linn-Wilsonville School District Character Education Curriculum Framework provides scope and content definition for the district character education program. "Character" is defined to include thinking, feeling, and behavior and is integrated throughout the curricular content areas. This curriculum framework was adopted from: Association for Supervision and Curriculum Development (ASCD), *"Appendix A: Curriculum Scope for Different Age Groups," Promoting Social and Emotional Learning, Guidelines for Educators*, pp.133-138.

The district's character education curriculum is a foundation block and integral part of the West Linn-Wilsonville Comprehensive Guidance & Counseling Program.

## BECOMING A COMMUNITY WITH CHARACTER

Linked to K-12 Overview  Content, Key Concepts	Elementary K-3	Elementary 4-5	Middle School	High School
	Honesty, Integrity, Respect, Responsibility, Compassion, and Courage Fairness, trust, hope, confidence, keeping promises, empathy	Honesty, Integrity, Respect, Responsibility, Compassion, and Courage Initiative, purpose, goals, justice, fairness, friendship, equity, dependability, pride, creativity	Honesty, Integrity, Respect, Responsibility, Compassion, and Courage Democracy, pioneering, importance of the environment (spaceship Earth, earth as habitat, ecological environment, global interdependence, ecosystems), perfection and imperfection, prejudice, freedom, citizenship, liberty, home, industriousness, continuity, competence	Honesty, Integrity, Respect, Responsibility, Compassion, and Courage Relationships, healthy relationships, fidelity, intimacy, love, commitment, love and loss, caring, knowledge, growth, human commonalities, work/workplace, emotional intelligence, spirituality, ideas, inventions, identity, self-awareness
Emotion	<ul style="list-style-type: none"> <li>Can appropriately express and manage fear, helplessness, anger, affection, excitement, enthusiasm, and disappointment</li> <li>Can differentiate and label negative and positive emotions in self and others</li> <li>Increasing tolerance for frustration</li> </ul>	<ul style="list-style-type: none"> <li>Expressing feelings in positive ways</li> <li>Controlling own anger</li> <li>Labeling observed emotions</li> <li>Harmonizing of others' feelings</li> </ul>	<ul style="list-style-type: none"> <li>Self-aware and self-critical</li> <li>Harmonizing of own feelings</li> </ul>	<p>All areas should be approached as integrative:</p> <ul style="list-style-type: none"> <li>Listening and oral communication</li> <li>Competence in reading, writing, and computation</li> <li>Learning to learn skills</li> <li>Personal management: self-esteem, goal-setting/self-motivation</li> <li>Personal and moral evaluations of self, actions, behaviors</li> <li>Beginning to focus on the future</li> <li>Exploring meaning of one's life, life in general, transcendence</li> <li>Taking care of self, recognizing consequences of risky behaviors (sexual activity, drug use), protecting self from negative consequences</li> <li>Harmonizing of own and others' feelings</li> <li>Adaptability: creative thinking and problem solving, especially in response to barriers/obstacles</li> <li>Earning and budgeting money</li> <li>Planning a career and preparing for adult role</li> <li>Personal career development/goals—pride in work accomplished</li> </ul>
Cognition	<ul style="list-style-type: none"> <li>Beginning to take a reflective perspective—role taking—what is the other seeing? What is the other feeling? What is the other thinking? What is the other intending? What is the other like?</li> <li>Generating alternative possibilities for interpersonal actions</li> <li>Emphasis on attention-sustaining skills, recall and linkage of material, verbalization of coping and problem-solving strategies used</li> </ul>	<ul style="list-style-type: none"> <li>Knowing about healthy foods and exercising</li> <li>Times when cooperation, planning are seen; at times, shows knowledge that there is more than one way to solve a problem</li> <li>Setting goals, anticipation consequences, working to overcome obstacles</li> <li>Focusing on strengths of self and others</li> <li>Ability to think through problem situations and anticipate occurrences</li> </ul>	<ul style="list-style-type: none"> <li>Recognizing the importance of prevention concerning alcohol and other drug abuse</li> <li>Establishing norms for health</li> <li>Setting realistic short-term goals</li> <li>Seeing both sides of issues, disputes, arguments</li> <li>Comparing abilities to others, self, or normative standards; abilities considered in light of others' reactions</li> <li>Acknowledging the importance of self-statements and self-rewards</li> </ul>	
Behavior/Safety	<ul style="list-style-type: none"> <li>Learning self-management (e.g., when waiting one's turn; when entering and leaving classrooms at the start and end of the day and other transition times; when working on something in a group or alone)</li> <li>Learning social norms about appearance (e.g., washing face or hair, brushing teeth)</li> <li>Recognizing dangers to health and safety (e.g., crossing street, electrical sockets, pills that look like candy)</li> <li>Being physically healthy—adequate nutrition; screening to identify visual, hearing, language problems</li> </ul>	<ul style="list-style-type: none"> <li>Understanding safety issues such as interviewing people at the door when home alone; saying no to strangers on the phone or in person</li> <li>Managing time</li> <li>Showing respect for others</li> <li>Can ask for, give, and receive help</li> <li>Negotiating disputes, deescalating conflicts</li> <li>Admitting mistakes, apologizing when appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Initiating own activities</li> <li>Emerging leadership skills</li> </ul>	
Integration/Safety	<ul style="list-style-type: none"> <li>Integrating feeling and thinking with language, replacing or complementing that which can be expressed only in action, image, or affectivity</li> <li>Differentiating the emotions, needs, and feelings of different people in different contexts—if not spontaneously, then in response to adult prompting and assistance</li> <li>Recognizing and resisting inappropriate touching, sexual behaviors</li> </ul>	<ul style="list-style-type: none"> <li>Ability to calm self down when upset and to verbalize what happened and how one is feeling differently</li> <li>Encouraging perspective taking and empathic identification with others</li> <li>Learning strategies for coping with, communicating about, and managing strong feelings</li> </ul>	<ul style="list-style-type: none"> <li>Being aware of sexual factors, recognizing and accepting body changes, recognizing and resisting inappropriate sexual behaviors</li> <li>Developing skills for analyzing stressful social situations, identifying feelings, goals, carrying out request and refusal skills</li> </ul>	

## BECOMING A COMMUNITY WITH CHARACTER

Linked to K-12 Overview  Content, Key Concepts	Elementary K-3	Elementary 4-5	Middle School	High School
	Honesty, Integrity, Respect, Responsibility, Compassion, and Courage Fairness, trust, hope, confidence, keeping promises, empathy	Honesty, Integrity, Respect, Responsibility, Compassion, and Courage Initiative, purpose, goals, justice, fairness, friendship, equity, dependability, pride, creativity	Honesty, Integrity, Respect, Responsibility, Compassion, and Courage Democracy, pioneering, importance of the environment (spaceship Earth, earth as habitat, ecological environment, global interdependence, ecosystems), perfection and imperfection, prejudice, freedom, citizenship, liberty, home, industriousness, continuity, competence	Honesty, Integrity, Respect, Responsibility, Compassion, and Courage Relationships, healthy relationships, fidelity, intimacy, love, commitment, love and loss, caring, knowledge, growth, human commonalities, work/workplace, emotional intelligence, spirituality, ideas, inventions, identity, self-awareness
Peer/Social	<ul style="list-style-type: none"> <li>Being a member of a group: sharing, listening, taking turns, cooperating, negotiating disputes, being considerate and helpful</li> <li>Initiating interactions</li> <li>Can resolve conflict without fighting; compromising</li> <li>Understands justifiable self-defense</li> <li>Empathetic toward peers; showing emotional distress when others are suffering; developing a sense of helping rather than hurting or neglecting; respecting rather than belittling, and supporting and protecting rather than dominating others; awareness of the thoughts, feeling, and experience of (perspective taking)</li> </ul>	<ul style="list-style-type: none"> <li>Listening carefully</li> <li>Conducting a reciprocal conversation</li> <li>Using tone of voice, eye contact, posture, and language appropriate to peers (and adults)</li> <li>Skills for making friends, entering peer groups—can judge peers' feeling, thoughts, plans, actions</li> <li>Learning to include and exclude others</li> <li>Expanding peer groups</li> <li>Friendships based on mutual trust and assistance</li> <li>Shows altruistic behavior among friends</li> <li>Becoming assertive, self calming, cooperative</li> <li>Learning to cope with peer pressure to conform (e.g., dress)</li> <li>Learning to set boundaries, to deal with secrets</li> <li>Dealing positively with rejection</li> </ul>	<ul style="list-style-type: none"> <li>Choosing friends thoughtfully but aware of group norms, popular trends</li> <li>Developing peer leadership skills</li> <li>Dealing with conflict among friends</li> <li>Recognizing and accepting alternatives to aggression and violence</li> <li>Belonging is recognized as very important</li> </ul>	<ul style="list-style-type: none"> <li>Effective behavior in peer groups</li> <li>Peer leadership/responsible membership</li> <li>Using request and refusal skills</li> <li>Initiating and maintaining cross-gender friends and romantic relationships</li> <li>Understanding responsible behavior at social events</li> <li>Dealing with drinking and driving</li> </ul>
Family	<ul style="list-style-type: none"> <li>Being a family member; being considerate and helpful, expressing caring, and developing capacity for intimacy</li> <li>Making contributions at home—chores, responsibilities</li> <li>Relating to siblings—sharing, taking turns, initiating interactions, negotiating disputes, helping, caring</li> <li>Internalizing values modeled in family</li> <li>Self-confident and trusting—what they can expect from adults; believe that they are important; that their needs and wishes matter; that they can succeed; that they can trust their care givers; that adults can be helpful</li> <li>Intellectual inquisitive—like to explore their home and the world around them</li> <li>Homes, and communities, free from violence</li> <li>Home life includes consistent, stimulating contact with caring adults</li> </ul>	<ul style="list-style-type: none"> <li>Understanding different family forms and structures</li> <li>Cooperating around household tasks</li> <li>Acknowledge compliments</li> <li>Valuing own uniqueness as individual and as family contributor</li> <li>Sustaining positive interactions with parents and other adult relatives, friends</li> <li>Showing affection and negative feelings appropriately</li> <li>Being close, establishing intimacy and boundaries</li> <li>Accepting failure/difficulty and continuing effort</li> </ul>	<ul style="list-style-type: none"> <li>Recognizing conflict between parents' and peers' values (e.g., dress, importance of achievement)</li> <li>Learning about stages in adults' and parents' lives</li> <li>Valuing of rituals</li> </ul>	<ul style="list-style-type: none"> <li>Becoming independent</li> <li>Talking with parents about daily activities, learning self-disclosure skills</li> <li>Preparing for parenting, family responsibilities</li> </ul>

## BECOMING A COMMUNITY WITH CHARACTER

Linked to K-12 Overview  Content, Key Concepts	Elementary K-3	Elementary 4-5	Middle School	High School
	Honesty, Integrity, Respect, Responsibility, Compassion, and Courage Fairness, trust, hope, confidence, keeping promises, empathy	Honesty, Integrity, Respect, Responsibility, Compassion, and Courage Initiative, purpose, goals, justice, fairness, friendship, equity, dependability, pride, creativity	Honesty, Integrity, Respect, Responsibility, Compassion, and Courage Democracy, pioneering, importance of the environment (spaceship Earth, earth as habitat, ecological environment, global interdependence, ecosystems), perfection and imperfection, prejudice, freedom, citizenship, liberty, home, industriousness, continuity, competence	Honesty, Integrity, Respect, Responsibility, Compassion, and Courage Relationships, healthy relationships, fidelity, intimacy, love, commitment, love and loss, caring, knowledge, growth, human commonalities, work/workplace, emotional intelligence, spirituality, ideas, inventions, identity, self-awareness
Reasonable Expectations	<ul style="list-style-type: none"> <li>• Paying attention to teachers</li> <li>• Understanding similarities and differences (e.g., skin color, physical disabilities)</li> <li>• Working to the best of one's ability</li> <li>• Using words effectively, especially for feelings</li> <li>• Cooperating</li> <li>• Responding positively to approval</li> <li>• Thinking out loud, asking questions</li> <li>• Expressing self in art, music games, dramatic play</li> <li>• Likes starting more than finishing</li> <li>• Deriving security in repetition, routines</li> <li>• Ability to articulate likes and dislikes, has clear sense of strengths, areas of mastery, can articulate these, and as opportunities to engage in these</li> <li>• Exploring the environment</li> <li>• Self-confident and trusting—what they can expect from adults in the school; believing that they are important; that there needs and wishes matter; that they can succeed; that they can trust adults in school; that adults in school can be helpful</li> </ul>	<ul style="list-style-type: none"> <li>• Setting academic goals, planning study time, completing assignments</li> <li>• Learning to work on teams</li> <li>• Accepting similarities and differences (e.g., appearance, ability levels)</li> <li>• Cooperating, helping—especially younger child</li> <li>• Bouncing back from mistakes</li> <li>• Ability to work hard on projects</li> <li>• Beginning, carrying through on, and completing tasks</li> <li>• Good problem solving</li> <li>• Forgiving after anger</li> <li>• Generally truthful</li> <li>• Showing pride in accomplishments</li> <li>• Can clam down after being upset, losing one's temper, or crying</li> <li>• Ability to follow directions from school tasks, routines</li> <li>• Carrying out commitments to classmates, teachers</li> <li>• Showing appropriate helpfulness</li> <li>• Knowing how to ask for help</li> <li>• Refusing negative peer pressure</li> </ul>	<ul style="list-style-type: none"> <li>• Will best accept modified rules</li> <li>• Enjoys novelty over repetition</li> <li>• Can learn planning and management skills to complete school requirements</li> </ul>	<ul style="list-style-type: none"> <li>• Making a realistic academic plan, recognizing personal strengths, persisting to achieve goals in spite of setbacks</li> <li>• Planning career/post-high school pathways</li> <li>• Group effectiveness; interpersonal skills, negotiation, teamwork</li> <li>• Organizational effectiveness and leadership—making a contribution to classroom and school</li> </ul>
Environment	<ul style="list-style-type: none"> <li>• Clear classroom school rules</li> <li>• Opportunities for responsibility in the classroom</li> <li>• Authority clear, fair, 'deserving of respect'</li> <li>• Frequent teacher redirection</li> <li>• Classrooms and school-related locations free from violence and threat</li> <li>• School life includes consistent, stimulating contact with caring adults</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunities to comfort peer or classmate in distress, help new person feel accepted/included</li> <li>• Varying types of student products (de-emphasize written reports)</li> <li>• Opportunities to participate in setting policy</li> <li>• Clear expectations about truancy, substance use, violent behavior</li> <li>• Opportunities for setting, reviewing personal norms/standards</li> <li>• Group/academic/extracurricular membership</li> </ul>	<ul style="list-style-type: none"> <li>• Guidance/structures for goal setting, future planning, post school transition</li> <li>• Opportunities for participating in school service and other nonacademic involvement</li> <li>• Being a role model for younger students</li> </ul>	

## BECOMING A COMMUNITY WITH CHARACTER

Linked to K-12 Overview	Elementary K-3	Elementary 4-5	Middle School	High School
	Honesty, Integrity, Respect, Responsibility, Compassion, and Courage Fairness, trust, hope, confidence, keeping promises, empathy	Honesty, Integrity, Respect, Responsibility, Compassion, and Courage Initiative, purpose, goals, justice, fairness, friendship, equity, dependability, pride, creativity	Honesty, Integrity, Respect, Responsibility, Compassion, and Courage Democracy, pioneering, importance of the environment (spaceship Earth, earth as habitat, ecological environment, global interdependence, ecosystems), perfection and imperfection, prejudice, freedom, citizenship, liberty, home, industriousness, continuity, competence	Honesty, Integrity, Respect, Responsibility, Compassion, and Courage Relationships, healthy relationships, fidelity, intimacy, love, commitment, love and loss, caring, knowledge, growth, human commonalities, work/workplace, emotional intelligence, spirituality, ideas, inventions, identity, self-awareness
Content, Key Concepts				
Community	<ul style="list-style-type: none"> <li>Curiosity about how and why things happen</li> <li>Recognizing a pluralistic society (e.g., aware of holidays, customs, cultural groups)</li> <li>Accepting responsibility for the environment</li> <li>Participating in community events (e.g., religious observances, recycling)</li> </ul>	<ul style="list-style-type: none"> <li>Joining groups outside the school</li> <li>Learning about, accepting cultural, community differences</li> <li>Helping people in need</li> </ul>	<ul style="list-style-type: none"> <li>Understanding and accepting differences in one's community</li> <li>Identifying and resisting negative group influences</li> <li>Developing involvement in community projects</li> <li>Apprenticing/training for leadership roles</li> </ul>	<ul style="list-style-type: none"> <li>Contribution to community service or environmental projects</li> <li>Accepting responsibility for the environment</li> <li>Understanding elements of employment</li> <li>Understanding issues of government</li> </ul>
Events Triggering Preventive Services	<ul style="list-style-type: none"> <li>Coping with divorce</li> <li>Dealing with death in the family</li> <li>Becoming a big brother or big sister</li> <li>Dealing with family moves</li> </ul>	<ul style="list-style-type: none"> <li>Coping with divorce</li> <li>Dealing with death in the family</li> <li>Becoming a big brother or big sister</li> <li>Dealing with family moves</li> </ul>	<ul style="list-style-type: none"> <li>Coping with divorce</li> <li>Dealing with death in the family</li> <li>Becoming a big brother or big sister</li> <li>Dealing with family moves</li> </ul>	<ul style="list-style-type: none"> <li>Coping with divorce</li> <li>Dealing with death in the family</li> <li>Dealing with a classmate's drug use or delinquent behavior, injury or death due to violence, pregnancy, suicide, HIV/AIDS</li> <li>Transition from high school to workplace, college, living away from home.</li> </ul>



**WEST LINN-WILSONVILLE SCHOOL DISTRICT**  
**Comprehensive Guidance & Counseling Program**  
**Grades K-12**



**VISION & MISSION STATEMENTS**

# WEST LINN-WILSONVILLE SCHOOL DISTRICT

## Comprehensive Guidance & Counseling Program

### Grades K-12

#### District Vision Statement

The vision of the West-Linn Wilsonville School District is **“to create learning communities for the greatest thinkers and most thoughtful people...for the world”** by fulfilling the goals set forward in the following vision themes:

- **Personal and Academic Excellence**  
We want students to achieve high levels of knowledge, skill, and understanding through meaningful inquiry in all disciplines. Students will engage in the study of significant ideas, construct meaning, engage in research, and develop skills for thought and action in the world.
- **Personalized Education**  
We want students to experience the joy and challenge in learning as individuals in a community. Each student will be known as a person and as a learner, developing the skills that will open doors of opportunity.
- **Community Partnerships**  
We want students to join in meaningful learning partnerships with classmates and colleagues throughout the school, community, and the wider world.
- **Circle of Support**  
We want students to give and receive support in the process of learning.
- **Educate the Whole Person**  
We want students to examine the significant ethical dilemmas that present themselves in the study of most issues and human relationships. Students will consider the ethical dimensions, competing values, and the complexity of the human enterprise.
- **Integrating Technology Into Daily Learning**  
We want students to gain skills for the discerning use of technology to gather, organize, analyze, synthesize, and present information to create meaning.

#### Guidance & Counseling Mission Statement

The mission of the West Linn-Wilsonville School District Guidance & Counseling Program is to educate the whole child, providing exceptional guidance to all children. We will promote the integration of knowledge, skills, attitudes, and character evident in great thinkers and thoughtful people.

**WEST LINN-WILSONVILLE SCHOOL DISTRICT**  
**Comprehensive Guidance & Counseling Program**  
**Grades K-12**



**PHILOSOPHY STATEMENT**

**WEST LINN-WILSONVILLE SCHOOL DISTRICT**  
**Comprehensive Guidance & Counseling Program**  
**Grades K-12**

**Guidance & Counseling Philosophy Statement**

Guidance and counseling is an essential and integral part of each school's total educational mission. The school counseling program is developmental by design, collaborative in nature, and includes sequential activities organized and implemented by school counselors. The guidance and counseling program addresses the needs, assets, and potential of all children to grow as people and as learners and to contribute to the community.

We believe that:

- Each child has dignity and worth
- Every child can learn and succeed at school
- All children have a right to success and a personalized education

An exceptional counseling and guidance program is characterized by collaboration with students, teachers, parents and the community. The design includes these components.

- Coherent guidance curriculum
- Integrated systems to support academic achievement
- Individual planning with students
- Responsive services
- Student advocacy

**WEST LINN-WILSONVILLE SCHOOL DISTRICT**  
**Comprehensive Guidance & Counseling Program**  
**Grades K-12**



**PRIMARY SCHOOL CURRICULUM**

# West Linn-Wilsonville School District

## Comprehensive Guidance & Counseling Program

### PRIMARY SCHOOL CURRICULUM

#### Domain: Academic Development

**ASCA Standard A:** *Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.*

ASCA National Standards: Competencies & Indicators	Strengths of Character <sup>1</sup>	Oregon CCGs/CRLSs	Curriculum & Materials	Audience & Who Delivers	Evaluation
<b>A:A1 Improve Academic Self-Concept</b>					
<u>A1.5:</u> Identify attitudes and behaviors which lead to successful learning	<ul style="list-style-type: none"> <li>Lifelong learner &amp; critical thinker</li> </ul>	<ul style="list-style-type: none"> <li>Exhibit appropriate work ethic &amp; behaviors in school</li> </ul>	<ul style="list-style-type: none"> <li>Discussion and reinforcement of positive study practices and character attitudes</li> <li>Materials and activities tailored by grade; incorporated from various sources</li> <li>Parent education on successful learning through school newsletters, Curriculum Night</li> <li>Small group and individual consultation for identified students</li> </ul>	<u>Grades K-5</u> <ul style="list-style-type: none"> <li>Teachers</li> <li>Teacher-librarians</li> <li>Instructional assistants</li> <li>School administrators</li> <li>Counselors (referrals)</li> </ul>	<ul style="list-style-type: none"> <li>Monitor progress/grades through conferences and progress reports</li> <li>Feedback from parent-student-teacher conferences</li> </ul>
<b>A:A3 Achieve School Success</b>					
<u>A3:1</u> Take responsibility for their actions	<ul style="list-style-type: none"> <li>Lifelong learner &amp; critical thinker</li> <li>Diligent &amp; capable performer</li> </ul>	<ul style="list-style-type: none"> <li>Exhibit appropriate work ethic &amp; behaviors in school</li> </ul>	<ul style="list-style-type: none"> <li>Student goal setting/behavior contracts</li> <li>Structured support for students (e.g. attendance club, homework club, small group tutoring)</li> <li>Parent reinforcement and support resources for child (e.g. teacher websites outlining expectations, assignments, etc.)</li> <li>Small group and individual consultation for identified students</li> </ul>	<u>Grades K-5</u> <ul style="list-style-type: none"> <li>Teachers</li> <li>Instructional assistants</li> <li>Parents</li> <li>Counselors</li> </ul>	<ul style="list-style-type: none"> <li>Monitor progress/grades through conferences and progress reports</li> <li>Monitor behavior plans</li> </ul>

**West Linn-Wilsonville School District  
Comprehensive Guidance & Counseling Program  
PRIMARY SCHOOL CURRICULUM**

<b>ASCA National Standards: Competencies &amp; Indicators</b>	<b>Strengths of Character <sup>1</sup></b>	<b>Oregon CCGs/CRLSs</b>	<b>Curriculum &amp; Materials</b>	<b>Audience &amp; Who Delivers</b>	<b>Evaluation</b>
A3:2 Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students	<ul style="list-style-type: none"> <li>• Lifelong learner &amp; critical thinker</li> <li>• Diligent &amp; capable performer</li> <li>• Socially &amp; emotionally skilled person</li> </ul>	<ul style="list-style-type: none"> <li>• Exhibit appropriate work ethic &amp; behaviors in school</li> <li>• Demonstrate effective teamwork in school</li> </ul>	<ul style="list-style-type: none"> <li>• Partnership of classes on projects or skills (within grade levels and across grade levels)</li> <li>• Presentation/sharing of learning and work within school following large units of study</li> <li>• School wide collaborative projects (e.g. Family Nights, Writing Project, Science Fair)</li> <li>• Small group and individual consultation for identified students</li> </ul>	<u>Grades K-5</u> <ul style="list-style-type: none"> <li>• Teachers</li> <li>• Counselors</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor progress/grades through conferences and progress reports</li> </ul>

**West Linn-Wilsonville School District**  
**Comprehensive Guidance & Counseling Program**  
**PRIMARY SCHOOL CURRICULUM**

**Domain: Career Development**

**Standard A:** *Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.*

ASCA National Standards: Competencies & Indicators	Strengths of Character <sup>1</sup>	Oregon CCGs/CRLSs	Curriculum & Materials	Audience & Who Delivers	Evaluation
<b>C:A1 Develop Career Awareness</b>					
<u>A1.3</u> Develop an awareness of personal abilities, skills, interests, & motivations	<ul style="list-style-type: none"> <li>Spiritual person engaged in crafting a life of noble purpose</li> </ul>	<ul style="list-style-type: none"> <li>Assess personal characteristics related to educational &amp; career goals</li> </ul>	<ul style="list-style-type: none"> <li>Bring outside people into the classroom (e.g. "Read-To" sessions – people from different careers read to children and then talk about how reading is related to their work; speakers as related to current studies; "Engineer Week"; school assemblies – OMSI; etc.)</li> <li>Send students out of the school to see careers in actions (field trips, CREST activities)</li> </ul>	<u>Grades K-5</u> <ul style="list-style-type: none"> <li>Grade level teams</li> <li>Dave Pagni &amp; Community Partnerships</li> <li>ICs</li> <li>Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Student self-reflection (e.g. journal writing)</li> <li>Peer evaluations</li> <li>Student art/writing pieces following field trips, speakers at the school, etc.</li> </ul>



**West Linn-Wilsonville School District**  
**Comprehensive Guidance & Counseling Program**  
**PRIMARY SCHOOL CURRICULUM**

**Domain: Career Development**

**Standard C:** *Students will understand the relationship between personal qualities, education, training, and the world of work.*

ASCA National Standards: Competencies & Indicators	Strengths of Character <sup>1</sup>	Oregon CCGs/CRLSs	Curriculum & Materials	Audience & Who Delivers	Evaluation
<b>C:C2 Apply Skills to Achieve Career Goals</b>					
<u>C2.1</u> Demonstrate how interests, abilities, and achievement relate to achieving personal, social, educational, and career goals	<ul style="list-style-type: none"> <li>• Lifelong learner &amp; critical thinker</li> <li>• Spiritual person engaged in crafting a life of noble purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Assess personal characteristics related to educational &amp; career goals</li> </ul>	<ul style="list-style-type: none"> <li>• Individual student discussions (informal) as interests-likes-dislikes-skills are noted</li> <li>• Forge link between personal identity and potential careers ("How do you want others to see you?")</li> <li>• Individualized class work/projects based on student interest/choice</li> </ul>	<u>Grades K-5</u> <ul style="list-style-type: none"> <li>• Teachers</li> <li>• Counselors</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Student and teacher feedback</li> </ul>

# West Linn-Wilsonville School District

## Comprehensive Guidance & Counseling Program

### PRIMARY SCHOOL CURRICULUM

#### Domain: Personal/Social

**ACSA Standard A:** *Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.*

ASCA National Standards: Competencies & Indicators	Strengths of Character <sup>1</sup>	Oregon CCGs/CRLSs	Curriculum & Materials	Audience & Who Delivers	Evaluation
<b>PS:A1 Acquire Self-Knowledge</b>					
<u>A1.5</u> Identify and express feelings	<ul style="list-style-type: none"> <li>• Socially &amp; emotionally skilled person</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate positive communication skills</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom guidance sessions using materials and activities tailored by grade; incorporated from various professional sources (e.g. Second Step® Program, videos, games, picture books)</li> <li>• Small group and individual consultation for identified students</li> <li>• Parent (and teacher) meetings/consultations for identified students</li> </ul>	<u>Grades K-5</u> <ul style="list-style-type: none"> <li>• Counselors</li> <li>• Teachers</li> <li>• Psychologist</li> </ul>	<ul style="list-style-type: none"> <li>• Student reflection (individual writing and class projects)</li> </ul>
<u>A1.2</u> Identify values, attitudes, and beliefs  <u>A1.6</u> Distinguish between appropriate and inappropriate behavior	<ul style="list-style-type: none"> <li>• Socially &amp; emotionally skilled person</li> <li>• Ethical thinker</li> <li>• Respectful &amp; responsible moral agent</li> </ul>	<ul style="list-style-type: none"> <li>• Assess personal characteristics</li> <li>• Exhibit appropriate behaviors in school</li> <li>• Demonstrate positive communication skills</li> </ul>	<ul style="list-style-type: none"> <li>• School-wide positive behavior support programs and activities including: school assemblies focused on various themes (character traits, service to the community, academics, friendship, etc.); posted school-wide behavior expectations (how to act in the library, how to act in the lunchroom, how to address an adult, etc.); teacher and student character "compacts"; school newsletter articles (both student and parent newsletters)</li> <li>• Small group and individual consultation for identified students</li> <li>• Parent (and teacher) meetings/consultations for identified students</li> </ul>	<u>Grades K-5</u> <ul style="list-style-type: none"> <li>• Counselors</li> <li>• Teachers</li> <li>• Administrators</li> <li>• Psychologist</li> </ul>	<ul style="list-style-type: none"> <li>• Student reflection</li> <li>• Monitor number of behavioral referrals</li> <li>• Monitor progress reports (social and character sections)</li> </ul>

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ASCA National Standards: Competencies & Indicators	Strengths of Character <sup>1</sup>	Oregon CCGs/CRLSs	Curriculum & Materials	Audience & Who Delivers	Evaluation
<b>PS:A2 Acquire Interpersonal Skills</b>					
<u>A2.6</u> Use effective communications skills  <u>A2.8</u> Learn how to make and keep friends	<ul style="list-style-type: none"> <li>• Socially &amp; emotionally skilled person</li> <li>• Contributing community member</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate effective communication skills to give and receive information</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom guidance sessions using materials and activities tailored by grade; incorporated from various sources (e.g. Second Step® Program, NoPutdowns.org, books, “getting to know you” activities at beginning of year – Human Treasure Hunt, “I” statements – “I feel badly when...”, mixing up student groups)</li> <li>• Informal small student groups with counselor/staff to talk/socialize (e.g. “Lunch Bunch” for new/other students)</li> <li>• Small group and individual consultation for identified students</li> </ul>	<u>Grades K-5</u> <ul style="list-style-type: none"> <li>• Counselors</li> <li>• Teachers</li> <li>• Instructional assistants</li> <li>• Speech and language specialists</li> <li>• Psychologist</li> </ul>	<ul style="list-style-type: none"> <li>• Socio-grams</li> <li>• Observation</li> <li>• Feedback from teachers, students</li> <li>• Monitor progress reports (social and character sections)</li> </ul>

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**Domain: Personal/Social**

**Standard B:** *Students will make decisions, set goals and take necessary action to achieve goals.*

ASCA National Standards: Competencies & Indicators	Strengths of Character <sup>1</sup>	Oregon CCGs/CRLSs	Curriculum & Materials	Audience & Who Delivers	Evaluation
<b>PS:B1 Self-Knowledge Application</b>					
<u>B1.6</u> Know how to apply conflict resolution skills	<ul style="list-style-type: none"> <li>• Socially &amp; emotionally skilled person</li> <li>• Respectful &amp; responsible moral agent</li> </ul>	<ul style="list-style-type: none"> <li>• Identify positive ways to resolve conflict</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom guidance sessions using materials and activities tailored by grade; incorporated from various sources (e.g. Second Step® Program, Peace Wheel, books, role plays)</li> <li>• School groups/structures that provide support/role models (e.g. Peacekeepers, leadership groups, “buddy” classes/students, high/middle school mentors, structured recess)</li> <li>• Curriculum content (e.g. physical education)</li> <li>• Small group and individual consultation for identified students</li> </ul>	<u>Grades K-5</u> <ul style="list-style-type: none"> <li>• Counselors</li> <li>• Teachers</li> <li>• Instructional assistants</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor number or behavioral referrals</li> <li>• Feedback from teachers, students (e.g. Peacekeeper reports)</li> <li>• Review of pre/post evaluations (group consultations)</li> <li>• Student reflection</li> </ul>
<u>B1.7</u> Demonstrate a respect and appreciation for individual and cultural differences	<ul style="list-style-type: none"> <li>• Socially &amp; emotionally skilled person</li> <li>• Ethical thinker</li> <li>• Respectful &amp; responsible moral agent</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize and demonstrate basic polite behaviors and basic nonverbal cues</li> <li>• Identify basic cultural products, perspectives, and practice of a second language culture</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum content (world language – Spanish)</li> <li>• Cultural awareness programs for students (e.g. ethnic music/dance show)</li> <li>• Classroom guidance sessions using materials and activities tailored by grade; incorporated from various sources (e.g. Second Step® Program, NoPutdowns.org, <u>The Essential 55</u>)</li> <li>• School-wide positive behavior support programs and activities including: school assemblies</li> </ul>	<u>Grades K-5</u> <ul style="list-style-type: none"> <li>• Counselors</li> <li>• Teachers</li> <li>• Outside speakers or groups</li> <li>• Instructional assistants</li> </ul>	<ul style="list-style-type: none"> <li>• Student reflection (individual writing and class projects)</li> <li>• Feedback from teachers, parents, students</li> <li>• Observation</li> </ul>

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ASCA National Standards: Competencies & Indicators	Strengths of Character <sup>1</sup>	Oregon CCGs/CRLSs	Curriculum & Materials	Audience & Who Delivers	Evaluation
			<p>focused on various themes (tolerance, respect, service to the community); teacher and student character “compacts”; school newsletter articles (both student and parent newsletters); school writing festivals centered on common theme; school community service project</p> <ul style="list-style-type: none"> <li>• Small group and individual consultation for identified students</li> </ul>		

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**Domain: Personal/Social**

**Standard C:** *Students will understand safety and survival skills.*

ASCA National Standards: Competencies & Indicators	Strengths of Character <sup>1</sup>	Oregon CCGs/CRLSs	Curriculum & Materials	Audience & Who Delivers	Evaluation
<b>PS:C1 Acquire Personal Safety Skills</b>					
<u>C1.1</u> Demonstrate knowledge of personal information (i.e. telephone number, home address, emergency contact)	<ul style="list-style-type: none"> <li>• Lifelong learner &amp; critical thinker</li> <li>• Diligent &amp; capable performer</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate ways to avoid unsafe situations</li> <li>• Demonstrate ability to use interpersonal communication skills to enhance health and safety</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum content (health, social sciences, i-SAFE: Internet safety)</li> <li>• Safety awareness assemblies for students (e.g. puppet group "Kids on the Block")</li> <li>• Materials and activities tailored by grade (e.g. role plays)</li> <li>• Parent education (letters home outlining what child needs to know)</li> </ul>	<u>Grades K-5</u> <ul style="list-style-type: none"> <li>• Teachers</li> <li>• Counselors</li> <li>• Administration</li> <li>• Outside speakers or groups</li> <li>• Parents</li> </ul>	<ul style="list-style-type: none"> <li>• Written tests</li> <li>• Feedback from students, teachers</li> </ul>
<u>C1.9</u> Learn how to cope with peer pressure  <u>C1.10</u> Learn techniques for managing stress and conflicts	<ul style="list-style-type: none"> <li>• Socially &amp; emotionally skilled person</li> <li>• Ethical thinker</li> <li>• Respectful &amp; responsible moral agent</li> <li>• Self-disciplined person who pursues a healthy lifestyle</li> </ul>	<ul style="list-style-type: none"> <li>• Identify influences on health related behaviors including methods of persuasion</li> <li>• Analyze influences on health and well being</li> <li>• Demonstrate the ability to advocate for personal health and safety</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom guidance sessions using materials and activities tailored by grade; incorporated from various sources (e.g. Second Step® Program, role playing)</li> <li>• Small group and individual consultation for identified students</li> <li>• Parent (and teacher) meetings/consultations for identified students</li> <li>• Specific behavior plans for identified students</li> </ul>	<u>Grades K-5</u> <ul style="list-style-type: none"> <li>• Counselors</li> <li>• Teachers</li> <li>• Instructional assistants</li> <li>• Psychologist</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Feedback from students, teachers</li> <li>• Monitor progress reports (social and character sections) and behavior plans</li> </ul>

<sup>1</sup> Lickona, T., and Davidson, M. (2005). *Smart & Good High Schools: Integrating excellence and ethics for success in school, work, and beyond*. Cortland, N.Y.: Center for the 4<sup>th</sup> and 5<sup>th</sup> Rs (Respect & Responsibility)/Washington, D.C.: Character Education Partnership.

**WEST LINN-WILSONVILLE SCHOOL DISTRICT**  
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**Grades K-12**



**MIDDLE SCHOOL CURRICULUM**

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**Domain: Academic Development**

**ASCA Standard A:** *Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.*

ASCA National Standards: Competencies & Indicators	Strengths of Character <sup>1</sup>	Oregon CCGs/CRLSs	Curriculum & Materials	Audience & Who Delivers	Evaluation
<b>A:A1 Improve Academic Self-Concept</b>					
<u>A1.5:</u> Identify attitudes and behaviors which lead to successful learning	<ul style="list-style-type: none"> <li>Lifelong learner &amp; critical thinker</li> </ul>	<ul style="list-style-type: none"> <li>Exhibit appropriate work ethic &amp; behaviors in school</li> </ul>	<ul style="list-style-type: none"> <li>Discussion and review of positive study and character attitudes</li> <li>Materials and activities tailored by grade; incorporated from various professional sources (e.g. "GO" program, Lickona &amp; Davidson, Dennis McLaughlin)</li> <li>Academic support groups for identified students (e.g. SOS class, academic coaching, parent mentors)</li> </ul>	<u>Grades 6, 7, 8</u> <ul style="list-style-type: none"> <li>Advisory</li> <li>Teaching team</li> <li>Counselor (referral)</li> </ul> <p>Emphasis at beginning of school year; reviewed periodically through year</p>	<ul style="list-style-type: none"> <li>Quarterly progress review</li> <li>Monitoring grades NYM/NP</li> <li>Team meeting review of student progress</li> </ul>
<b>A:A2 Acquire Skills for Improving Learning</b>					
<u>A2.3:</u> Use communication skills to know when and how to ask for help when needed	<ul style="list-style-type: none"> <li>Lifelong learner &amp; critical thinker</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate effective communication skills to give and receive information</li> </ul>	<ul style="list-style-type: none"> <li>Discussion and reinforcement in classroom</li> <li>Mentor/monitor/behavior plans for identified students</li> </ul>	<u>Grades 6, 7, 8</u> <ul style="list-style-type: none"> <li>Teachers</li> <li>Counselor (referral)</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> <li>Monitor grades NYM/NP</li> <li>Contract tracking sheets within behavior plans</li> </ul>



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ASCA National Standards: Competencies & Indicators	Strengths of Character <sup>1</sup>	Oregon CCGs/CRLSs	Curriculum & Materials	Audience & Who Delivers	Evaluation
<b>A:A3 Achieve School Success</b>					
<u>A3:4</u> Demonstrate dependability, productivity, and initiative	<ul style="list-style-type: none"> <li>• Lifelong learner &amp; critical thinker</li> <li>• Diligent &amp; capable performer</li> <li>• Contributing community member</li> </ul>	<ul style="list-style-type: none"> <li>• Exhibit appropriate work ethic &amp; behaviors in school</li> </ul>	<ul style="list-style-type: none"> <li>• Class expectations outlined and reinforced by teachers</li> <li>• Specific behavior plans for identified students</li> </ul>	<u>Grades 6, 7, 8</u> <ul style="list-style-type: none"> <li>• Teachers</li> <li>• Counselor (referral)</li> </ul>	<ul style="list-style-type: none"> <li>• Work samples review</li> <li>• Student-led conferences</li> <li>• Monitor attendance</li> <li>• Monitor “evidence of effort” grades (e.g. Completes Work on Time, Uses Class Time Effectively)</li> </ul>

# West Linn-Wilsonville School District

## Comprehensive Guidance & Counseling Program

### MIDDLE SCHOOL CURRICULUM

#### Domain: Academic Development

**ASCA Standard B:** *Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.*

ASCA National Standards: Competencies & Indicators	Strengths of Character <sup>1</sup>	Oregon CCGs/CRLSs	Curriculum & Materials	Audience & Who Delivers	Evaluation
<b>A:B1 Improve Learning</b>					
<u>B1.3:</u> Apply the study skills necessary for academic success at each level	<ul style="list-style-type: none"> <li>Lifelong learner &amp; critical thinker</li> </ul>	<ul style="list-style-type: none"> <li>Exhibit appropriate work ethic &amp; behaviors in school</li> </ul>	<ul style="list-style-type: none"> <li>Daily planner (student, teacher, parent process)</li> <li>Academic support groups for identified students (e.g. SOS class, academic coaching, homework club, parent mentors)</li> <li>Parent-student education (e.g. speaker Jay McClusky: study skills)</li> <li>Specific behavior plans for identified students</li> </ul>	<u>Grades 6, 7, 8</u> <ul style="list-style-type: none"> <li>Advisory</li> <li>Teachers</li> <li>Parents</li> <li>Outside speakers</li> <li>Counselor (referral)</li> </ul>	<ul style="list-style-type: none"> <li>Monitor NYM/NP</li> <li>Monitor planner use (varies by grade)</li> <li>Online grade review by students and parents</li> </ul>
<u>B1.7:</u> Become a self-directed and independent learner	<ul style="list-style-type: none"> <li>Lifelong learner &amp; critical thinker</li> <li>Diligent &amp; capable performer</li> </ul>	<ul style="list-style-type: none"> <li>Exhibit appropriate work ethic &amp; behaviors in school</li> <li>Apply decision-making &amp; problem-solving techniques</li> <li>Demonstrate effective communication skills</li> </ul>	<ul style="list-style-type: none"> <li>Discussion and reinforcement by teachers of change in expectations; shifting more responsibility to students</li> <li>More complex assignments (e.g. multi-step, inter-disciplinary, fewer safety nets)</li> <li>Student "contracts" (also signed by parents)</li> </ul>	<u>Grade 8</u> (begin grade 6, build to grades 7, 8) <ul style="list-style-type: none"> <li>Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Individual projects</li> <li>Work samples</li> <li>Student-led conferences</li> <li>Monitoring grades NYM/NP</li> </ul>

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ASCA National Standards: Competencies & Indicators	Strengths of Character <sup>1</sup>	Oregon CCGs/CRLSs	Curriculum & Materials	Audience & Who Delivers	Evaluation
<b>A:B2 Plan to Achieve Goals</b>					
<u>B2.1:</u> Establish challenging academic goals in middle school	<ul style="list-style-type: none"> <li>Lifelong learner &amp; critical thinker</li> </ul>	<ul style="list-style-type: none"> <li>Exhibit appropriate work ethic &amp; behaviors in school</li> </ul>	<ul style="list-style-type: none"> <li>Yearly academic and personal goal setting and review process</li> <li>Specific academic plans for identified special needs students (e.g. SPED, TAG, etc.)</li> </ul>	<u>Grades 6, 7, 8</u> <ul style="list-style-type: none"> <li>Advisory</li> <li>Teaching team</li> <li>Learning specialists</li> <li>Counselor</li> </ul> <p>Established beginning of school year; periodically reviewed</p>	<ul style="list-style-type: none"> <li>Self-assessment</li> <li>Student-led conferences</li> <li>Monitor grades NYM/NP</li> <li>Progress reports</li> </ul>
<u>B2.5:</u> Use problem-solving and decision-making skills to assess progress toward educational goals	<ul style="list-style-type: none"> <li>Lifelong learner &amp; critical thinker</li> <li>Diligent &amp; capable performer</li> </ul>	<ul style="list-style-type: none"> <li>Exhibit appropriate work ethic &amp; behaviors in school</li> <li>Apply decision-making &amp; problem-solving techniques</li> <li>Demonstrate effective communication skills</li> </ul>	<ul style="list-style-type: none"> <li>Discussion and review of critical-thinking skills: materials and activities tailored by grade and incorporated from various professional sources</li> <li>Academic curriculum activities using skills (e.g. simulations)</li> <li>Small group and individual consultation for identified students</li> </ul>	<u>Grades 6, 7, 8</u> <ul style="list-style-type: none"> <li>Advisory</li> <li>Teachers</li> <li>Counselor (referral)</li> </ul>	<ul style="list-style-type: none"> <li>Quarterly NYM/NP review and discussion</li> <li>Online grades</li> <li>Progress reports</li> <li>Student-led conferences</li> </ul>

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**Domain: Career Development**

**Standard A:** *Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.*

ASCA National Standards: Competencies & Indicators	Strengths of Character <sup>1</sup>	Oregon CCGs/CRLSs	Curriculum & Materials	Audience & Who Delivers	Evaluation
<b>C:A1 Develop Career Awareness</b>					
<u>A1.3</u> Develop an awareness of personal abilities, skills, interests, & motivations	<ul style="list-style-type: none"> <li>Spiritual person engaged in crafting a life of noble purpose</li> </ul>	<ul style="list-style-type: none"> <li>Assess personal characteristics related to educational &amp; career goals</li> </ul>	<ul style="list-style-type: none"> <li>Different personal inventories</li> <li>Academic curriculum guest speakers and field trips to broaden exposure</li> <li>Career Day/Career Fair</li> </ul>	<u>Grades 6, 7, 8</u> <ul style="list-style-type: none"> <li>Advisory</li> <li>Teachers</li> <li>Parents, career professionals, counselor</li> </ul>	<ul style="list-style-type: none"> <li>Student self-reflection</li> <li>Student writing pieces</li> </ul>
<b>C:A2 Develop Employment Readiness</b>					
<u>A2.1</u> Acquire employability skills such as working on a team, problem-solving, and organizational skills	<ul style="list-style-type: none"> <li>Lifelong learner &amp; critical thinker</li> <li>Diligent &amp; capable performer</li> </ul>	<ul style="list-style-type: none"> <li>Exhibit appropriate work ethic &amp; behaviors in school</li> <li>Apply decision-making &amp; problem-solving techniques</li> <li>Demonstrate effective communication skills</li> </ul>	<ul style="list-style-type: none"> <li>Academic curriculum activities and projects requiring teamwork (language arts, performing arts, social studies)</li> <li>Small group and individual consultation for identified students focused on group process, social, and organizational skills</li> </ul>	<u>Grades 6, 7, 8</u> <ul style="list-style-type: none"> <li>Teachers</li> <li>Counselor (referral)</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> <li>Monitor grades NYM/NP</li> </ul>

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**Domain: Personal/Social**

**ACSA Standard A:** *Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.*

ASCA National Standards: Competencies & Indicators	Strengths of Character <sup>1</sup>	Oregon CCGs/CRLSs	Curriculum & Materials	Audience & Who Delivers	Evaluation
<b>PS:A1 Acquire Self-Knowledge</b>					
<u>A1.10</u> Identify personal strengths and assets	<ul style="list-style-type: none"> <li>• Socially &amp; emotionally skilled person</li> <li>• Spiritual person engaged in crafting a life of noble purpose</li> <li>• Ethical thinker</li> </ul>	<ul style="list-style-type: none"> <li>• Assess personal characteristics</li> <li>• Give and receive feedback in a positive manner</li> </ul>	<ul style="list-style-type: none"> <li>• Different personal inventories and self-knowledge activities ("know yourself", "know yourself in a group", "know your learning styles")</li> <li>• Team/counselor/student conferences for identified students</li> </ul>	<u>Grades 6, 7, 8</u> <ul style="list-style-type: none"> <li>• Advisory</li> <li>• Teaching Team</li> <li>• Counselor (referral)</li> </ul>	<ul style="list-style-type: none"> <li>• Student self-reflection writings</li> <li>• Student-led conferences</li> <li>• Review of personal inventories</li> </ul>
<u>A1.11</u> Identify and discuss changing personal and social roles	<ul style="list-style-type: none"> <li>• Socially &amp; emotionally skilled person</li> <li>• Ethical thinker</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate effective communication skills</li> <li>• Identify different types of teams and roles within each type of team</li> <li>• Identify how emotions change during adolescence</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion/activities surrounding social roles and the power to create good social environments</li> <li>• Health/wellness curriculum</li> <li>• Special schedule days – counselor in classrooms</li> <li>• Parent education – speakers on relevant teenage topics (e.g. brain development, relationships, differences between genders)</li> <li>• Small group and individual consultation for identified students</li> </ul>	<u>Grades 6, 7, 8</u> <ul style="list-style-type: none"> <li>• Advisory</li> <li>• Teachers</li> <li>• Outside speakers (psychologists, social workers, etc.)</li> <li>• Counselor</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Monitor trends in counselor referrals</li> </ul>

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ASCA National Standards: Competencies & Indicators	Strengths of Character <sup>1</sup>	Oregon CCGs/CRLSs	Curriculum & Materials	Audience & Who Delivers	Evaluation
<b>PS:A2 Acquire Interpersonal Skills</b>					
<u>A2.2</u> Respect alternative points of view  <u>A2.3</u> Recognize, accept, respect, and appreciate individual differences	<ul style="list-style-type: none"> <li>• Socially &amp; emotionally skilled person</li> <li>• Respectful &amp; responsible moral agent</li> <li>• Contributing community member</li> </ul>	<ul style="list-style-type: none"> <li>• Exhibit appropriate work ethic &amp; behaviors in school</li> <li>• Demonstrate effective teamwork in school</li> <li>• Give and receive feedback in a positive manner</li> </ul>	<ul style="list-style-type: none"> <li>• Materials and activities incorporated from various professional sources (e.g. "Full Esteem Ahead" – Kathy Masarie, role playing)</li> <li>• Integrating Life Learning students into advisory and other school activities</li> <li>• Olweus program (anti-bullying, anti-harassment)</li> <li>• Academic curriculum activities/materials (language arts, social studies – topics/themes such as religions, handicaps, harassment, etc.)</li> <li>• Small group and individual consultation for identified students</li> </ul>	<u>Grades 6, 7, 8</u> <ul style="list-style-type: none"> <li>• Advisory</li> <li>• Teachers</li> <li>• Counselor</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Qualitative data: reports from students/teachers, reflection in student products: posters, presentations</li> <li>• Monitor trends in counselor referrals</li> </ul>
<u>A2.7</u> Know that communication involves speaking, listening, and nonverbal behavior	<ul style="list-style-type: none"> <li>• Socially &amp; emotionally skilled person</li> <li>• Contributing community member</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate effective communication skills</li> <li>• Listen attentively and summarize key elements of verbal and non-verbal communication</li> </ul>	<ul style="list-style-type: none"> <li>• Materials and activities incorporated from various professional sources (e.g. communication games, gender communication differences)</li> <li>• World Language curriculum (vocal tone, non-verbal communication, cultural differences)</li> <li>• Small group and individual consultation for identified students (group problem-solving, skills practice in a small group)</li> </ul>	<u>Grades 6, 7, 8</u> <ul style="list-style-type: none"> <li>• Advisory</li> <li>• Teachers</li> <li>• Counselor (referral)</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Successful practice of activities/games</li> </ul>

**West Linn-Wilsonville School District**  
**Comprehensive Guidance & Counseling Program**  
**MIDDLE SCHOOL CURRICULUM**

**Domain: Personal/Social**

**Standard B:** *Students will make decisions, set goals and take necessary action to achieve goals.*

ASCA National Standards: Competencies & Indicators	Strengths of Character <sup>1</sup>	Oregon CCGs/CRLSs	Curriculum & Materials	Audience & Who Delivers	Evaluation
<b>PS:B1 Self-Knowledge Application</b>					
<u>B1.2</u> Understand consequences of decisions and choices  <u>B1.4</u> Develop effective coping skills for dealing with problems  <u>B1.8</u> Know when peer pressure is influencing a decision	<ul style="list-style-type: none"> <li>• Lifelong learner &amp; critical thinker</li> <li>• Ethical thinker</li> <li>• Respectful &amp; responsible moral agent</li> <li>• Socially &amp; emotionally skilled person</li> <li>• Self-disciplined person who pursues a healthy lifestyle</li> </ul>	<ul style="list-style-type: none"> <li>• Apply decision-making &amp; problem-solving techniques</li> <li>• Anticipate consequences of decisions &amp; actions</li> <li>• Demonstrate ability to use decision-making skills to enhance health &amp; safety</li> <li>• Demonstrate ability to advocate for personal health &amp; safety</li> <li>• Identify the elements of socially acceptable conflict resolution</li> <li>• Analyze influences on health &amp; well-being (e.g. culture, media, peers, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Class academic and behavior expectations outlined and reinforced by teachers</li> <li>• Academic curriculum materials (e.g. topical/thematic language arts readings)</li> <li>• Progressive discipline system (warnings leading to detention)</li> <li>• Serious incidents addressed by immediate administrator-counselor involvement (classroom visits and discussions, grade level assemblies)</li> <li>• Consultation for individual students involving analysis of events and forward planning</li> <li>• Guest speakers for students</li> <li>• Education and support groups to give parents the tools to work with their children at home (e.g. speakers: Howard Heighton, SAFE, published/Internet resources)</li> </ul>	<u>Grades 6, 7, 8</u> <ul style="list-style-type: none"> <li>• Advisory</li> <li>• Teachers</li> <li>• Administrators</li> <li>• Counselor (referral)</li> <li>• Outside speakers (psychologists, social workers, etc.)</li> <li>• Parents</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Student self-report and behavior analysis</li> <li>• Quarterly academic review</li> <li>• Monitor trends in detention rates</li> </ul>

**West Linn-Wilsonville School District**  
**Comprehensive Guidance & Counseling Program**  
**MIDDLE SCHOOL CURRICULUM**

**Domain: Personal/Social**

**Standard C:** *Students will understand safety and survival skills.*

ASCA National Standards: Competencies & Indicators	Strengths of Character <sup>1</sup>	Oregon CCGs/CRLSs	Curriculum & Materials	Audience & Who Delivers	Evaluation
<b>PS:C1 Acquire Personal Safety Skills</b>					
<p><u>C1.7</u> Apply effective problem-solving and decision-making skills to make safe and healthy choices</p> <p><u>C1.8</u> Learn about the emotional and physical dangers of substance use and abuse</p> <p><u>C1.9</u> Learn how to cope with peer pressure</p> <p><u>C1.10</u> Learn techniques for managing stress and conflicts</p>	<ul style="list-style-type: none"> <li>• Lifelong learner &amp; critical thinker</li> <li>• Diligent &amp; capable performer</li> <li>• Ethical thinker</li> <li>• Respectful &amp; responsible moral agent</li> <li>• Self-disciplined person who pursues a healthy lifestyle</li> <li>• Socially &amp; emotionally skilled person</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate ability to access valid health and safety related information</li> <li>• Demonstrate ability to use decision-making skills to enhance health &amp; safety</li> <li>• Demonstrate effective communication, peer resistance, assertiveness &amp; conflict resolution skills</li> <li>• Use strategies that promote health &amp; prevent unsafe situations</li> <li>• Identify the elements of socially acceptable conflict resolution</li> </ul>	<ul style="list-style-type: none"> <li>• Health/science curriculum (human body, nutrition, physical activity, drugs, alcohol, violence, sexual relationships)</li> <li>• Materials and activities tailored by grade; incorporated from various professional sources</li> <li>• Leadership classes/groups and targeted group (e.g. TAG) activities (school and community issues, research on brain development and impact on decision-making)</li> <li>• Small group and individual consultation for identified students</li> <li>• Referrals to outside agencies/practitioners as needed</li> <li>• Education and support groups to give parents the tools to work with their children at home (e.g. speakers, SAFE, published/Internet resources)</li> </ul>	<p><u>Grades 6, 7, 8</u></p> <ul style="list-style-type: none"> <li>• Teachers</li> <li>• Counselor (referral)</li> <li>• Outside speakers and professionals (psychologists, social workers, etc.)</li> <li>• Parents</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Healthy Teen Survey</li> <li>• Monitor grades NYM/NP</li> </ul>

<sup>1</sup> Lickona, T., and Davidson, M. (2005). *Smart & Good High Schools: Integrating excellence and ethics for success in school, work, and beyond*. Cortland, N.Y.: Center for the 4<sup>th</sup> and 5<sup>th</sup> Rs (Respect & Responsibility)/Washington, D.C.: Character Education Partnership.



**WEST LINN-WILSONVILLE SCHOOL DISTRICT**  
**Comprehensive Guidance & Counseling Program**  
**Grades K-12**



**HIGH SCHOOL CURRICULUM**

# West Linn-Wilsonville School District

## Comprehensive Guidance & Counseling Program

### HIGH SCHOOL CURRICULUM

#### Domain: Academic Development

**ASCA Standard A:** *Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.*

ASCA National Standards: Competencies & Indicators	Strengths of Character <sup>1</sup>	Oregon CCGs/CRLSs	Curriculum & Materials	Audience & Who Delivers	Evaluation
<b>A:A2 Acquire Skills for Improving Learning</b>					
<u>A2.1:</u> Apply time-management and task-management skills	<ul style="list-style-type: none"> <li>• Lifelong learner &amp; critical thinker</li> <li>• Diligent &amp; capable performer</li> </ul>	<ul style="list-style-type: none"> <li>• Exhibit appropriate work ethic &amp; behaviors in school</li> </ul>	<ul style="list-style-type: none"> <li>• Skills review/reinforcement by classroom teachers (especially 9<sup>th</sup> and 10<sup>th</sup> grades)</li> <li>• Specific class/resources for IEP students (Achievement Center, ERC)</li> <li>• Student accessible resources (daily planners, online help, Tutor Center)</li> </ul>	<u>Grades 9-12</u> <ul style="list-style-type: none"> <li>• Teachers</li> <li>• Counselors</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor grades</li> <li>• Feedback from students, teachers, Tutor Center</li> </ul>

# West Linn-Wilsonville School District

## Comprehensive Guidance & Counseling Program

### HIGH SCHOOL CURRICULUM

#### Domain: Academic Development

**ASCA Standard B:** *Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.*

ASCA National Standards: Competencies & Indicators	Strengths of Character <sup>1</sup>	Oregon CCGs/CRLSs	Curriculum & Materials	Audience & Who Delivers	Evaluation
<b>A:B1 Improve Learning</b>					
<p><u>B1.3:</u> Apply the study skills necessary for academic success at each level</p> <p><u>B1.4:</u> Seek information and support from faculty, staff, family, and peers</p> <p><u>B1.7:</u> Become a self-directed and independent learner</p>	<ul style="list-style-type: none"> <li>• Lifelong learner &amp; critical thinker</li> <li>• Diligent &amp; capable performer</li> </ul>	<ul style="list-style-type: none"> <li>• Exhibit appropriate work ethic &amp; behaviors in school</li> <li>• Demonstrate effective communication skills</li> <li>• Apply decision-making &amp; problem-solving techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion and reinforcement in classrooms by teachers</li> <li>• Student accessible resources (Tutor Center, Parent Mentor Program, student study partners)</li> <li>• Mentor/monitoring/behavior plans for identified students (e.g. STAR, CARE, student contracts)</li> <li>• Referral to outside resources (e.g. Jay McLusky Study Skills class)</li> <li>• Student academic choices (AP classes, internships, proficiency based credit)</li> <li>• Parent education/resources to support child's academic efforts</li> </ul>	<p><u>Grades 9-12</u></p> <ul style="list-style-type: none"> <li>• Teachers</li> <li>• Counselors</li> <li>• Administrators</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor grades</li> <li>• Standardized test score trends</li> <li>• Online grade review by students and parents</li> <li>• Monitoring weekly progress forms (for specific students)</li> </ul>

**West Linn-Wilsonville School District  
Comprehensive Guidance & Counseling Program  
HIGH SCHOOL CURRICULUM**

ASCA National Standards: Competencies & Indicators	Strengths of Character <sup>1</sup>	Oregon CCGs/CRLSs	Curriculum & Materials	Audience & Who Delivers	Evaluation
<b>A:B2 Plan to Achieve Goals</b>					
<p><u>B2.1:</u> Establish challenging academic goals in high school</p> <p><u>B2.2:</u> Use assessment results in educational planning</p> <p><u>B2.3:</u> Develop and implement annual plan of study to maximize academic ability and achievement</p> <p><u>B2.4:</u> Apply knowledge of aptitudes and interests to goal setting</p> <p><u>B2.5:</u> Use problem-solving and decision-making skills to assess progress toward educational goals</p> <p>B2.6: Understand the relationship between classroom performance and success in school</p> <p>B2.7: Identify post-secondary options consistent with interests, achievement, aptitude, and abilities</p>	<ul style="list-style-type: none"> <li>• Lifelong learner &amp; critical thinker</li> <li>• Diligent &amp; capable performer</li> </ul>	<ul style="list-style-type: none"> <li>• Exhibit appropriate work ethic &amp; behaviors in school</li> <li>• Apply decision-making &amp; problem-solving techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Annual forecasting process – teacher, counselor, student, and parent input and involvement</li> <li>• 4-Year Plan (Grades 10-12) looking at “bigger picture”, importance of transcripts, credit, grades</li> <li>• Group-classroom-individual review and discussion of state and standardized testing (CIM requirements, PSAT, SAT, ACT)</li> <li>• Counselor-parent-student meetings as required/requested to identify options, plan course of study, review progress</li> <li>• Parent education (e.g. Freshmen Parent Meetings, Options Night)</li> <li>• Specific curriculum content (e.g. interest inventories – health classes)</li> </ul>	<p><u>Grades 9-12</u></p> <ul style="list-style-type: none"> <li>• Counselors</li> <li>• Teachers</li> <li>• Parents</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor grades</li> <li>• Feedback from students, parents, teachers</li> </ul>

# West Linn-Wilsonville School District

## Comprehensive Guidance & Counseling Program

### HIGH SCHOOL CURRICULUM

#### Domain: Academic Development

**ASCA Standard C:** *Students will understand the relationship of academics to world of work and to life at home and in the community;*

ASCA National Standards: Competencies & Indicators	Strengths of Character <sup>1</sup>	Oregon CCGs/CRLSs	Curriculum & Materials	Audience & Who Delivers	Evaluation
<b>A:C1 Relate School to Life Experiences</b>					
<u>C1.1:</u> Demonstrate the ability to balance school, studies, extracurricular activities, leisure time, and family life	<ul style="list-style-type: none"> <li>Diligent &amp; capable performer</li> </ul>	<ul style="list-style-type: none"> <li>Exhibit appropriate work ethic and behaviors in school, community, and workplace</li> </ul>	<ul style="list-style-type: none"> <li>Group-classroom-individual discussion and review of importance of balance in student class/activities schedule</li> <li>Application process for AP classes, Plan II option, etc.</li> <li>Student justification for “unusual” schedules (e.g. too many AP classes)</li> <li>Individual recovery plans (for failing students) developed by student, parents, and counselor</li> </ul>	<u>Grades 9-12</u> <ul style="list-style-type: none"> <li>Counselors</li> <li>Athletics coaches and activities advisors</li> </ul>	<ul style="list-style-type: none"> <li>Monitor grades</li> <li>Feedback from parents, students, teachers</li> <li>Monitor attendance</li> <li>Monitor number of students ineligible to participate in sports/activities due to failing grades</li> </ul>
<u>C1.6:</u> Understand how school success and academic achievement enhance future career and vocational opportunities	<ul style="list-style-type: none"> <li>Lifelong learner &amp; critical thinker</li> </ul>	<ul style="list-style-type: none"> <li>Exhibit appropriate work ethic and behaviors in school, community, and workplace</li> </ul>	<ul style="list-style-type: none"> <li>Group-classroom-individual discussion and review of impact and consequences of grades on college or employment (e.g. Oregon universities no “D” grades)</li> <li>Curriculum content – academic requirements for related careers</li> </ul>	<u>Grades 9-12</u> <ul style="list-style-type: none"> <li>Counselors</li> <li>Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> <li>Feedback from students</li> </ul>

# West Linn-Wilsonville School District

## Comprehensive Guidance & Counseling Program

### HIGH SCHOOL CURRICULUM

#### Domain: Career Development

**Standard A:** *Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.*

ASCA National Standards: Competencies & Indicators	Strengths of Character <sup>1</sup>	Oregon CCGs/CRLSs	Curriculum & Materials	Audience & Who Delivers	Evaluation
<b>C:A1 Develop Career Awareness</b>					
<u>A1.3</u> Develop an awareness of personal abilities, skills, interests, & motivations	<ul style="list-style-type: none"> <li>Spiritual person engaged in crafting a life of noble purpose</li> </ul>	<ul style="list-style-type: none"> <li>Assess personal characteristics related to educational &amp; career goals</li> </ul>	<ul style="list-style-type: none"> <li>Interest inventories (e.g. The Career Key, MyMajors.com, class activity)</li> <li>Speakers (for identified student high-interest careers)</li> <li>Student accessible resources (e.g. school website, College &amp; Career Center)</li> <li>Exploration through student academic choices (AP classes, internships, proficiency based credit options) and school athletics-activities</li> </ul>	<u>Grades 9-12</u> <ul style="list-style-type: none"> <li>Counselors</li> <li>College &amp; Career Center staff</li> <li>Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Review of interest inventories results</li> <li>Observation</li> <li>Feedback from parents, students</li> </ul>
<u>A1.6</u> Learn how to set goals	<ul style="list-style-type: none"> <li>Diligent &amp; capable performer</li> <li>Spiritual person engaged in crafting a life of noble purpose</li> </ul>	<ul style="list-style-type: none"> <li>Select and explain a proposed course of action</li> <li>Develop a plan to implement the selected course of action</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum content – Wellness II, Healthful Living</li> <li>Individual consultation for identified students (or by request)</li> <li>Parent resources to assist child (College Information Night, Internet sites, etc.)</li> </ul>	<u>Grades 9-12</u> <ul style="list-style-type: none"> <li>Counselors</li> <li>Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> <li>Feedback from parents, students, teachers</li> </ul>

# West Linn-Wilsonville School District

## Comprehensive Guidance & Counseling Program

### HIGH SCHOOL CURRICULUM

#### Domain: Career Development

**Standard B:** *Students will employ strategies to achieve future career goals with success and satisfaction.*

ASCA National Standards: Competencies & Indicators	Strengths of Character <sup>1</sup>	Oregon CCGs/CRLSs	Curriculum & Materials	Audience & Who Delivers	Evaluation
<b>C:B1 Acquire Career Information</b>					
<u>B1.1</u> Apply decision-making skills to career planning, course selection, and career transition  <u>B1.5</u> Use research and information resources to obtain career information  <u>B1.6:</u> Learn to use the Internet to access career-planning information	<ul style="list-style-type: none"> <li>• Lifelong learner &amp; critical thinker</li> <li>• Diligent &amp; capable performer</li> </ul>	<ul style="list-style-type: none"> <li>• Exhibit appropriate work ethic and behaviors in school</li> <li>• Apply decision-making &amp; problem-solving techniques</li> <li>• Research and analyze career and educational information</li> <li>• Select and use technology to enhance learning and problem solving</li> <li>• Demonstrate proficiency in the use of technological tools and devices</li> </ul>	<ul style="list-style-type: none"> <li>• Creation and annual review/revision of 4-Year Plan (grades 10-12)</li> <li>• Student accessible resources (e.g. school website, College &amp; Career Center)</li> <li>• Curriculum content (e.g. speakers, counselor participation)</li> <li>• District Community Transition Specialist resources/services for identified students</li> <li>• Alternative educational experiences (job shadowing, internships) – use of Business Education Compact LINKS system to identify opportunities (student/counselor resource)</li> <li>• Parent resources to assist child (College Information Night, Internet sites, etc.)</li> </ul>	<u>Grades 9-12</u> <ul style="list-style-type: none"> <li>• Counselors</li> <li>• College &amp; Career Center staff</li> <li>• Outside speakers</li> <li>• Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Feedback from students, parents</li> </ul>

# West Linn-Wilsonville School District

## Comprehensive Guidance & Counseling Program

### HIGH SCHOOL CURRICULUM

#### Domain: Personal/Social

**ACSA Standard A:** *Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.*

ASCA National Standards: Competencies & Indicators	Strengths of Character <sup>1</sup>	Oregon CCGs/CRLSs	Curriculum & Materials	Audience & Who Delivers	Evaluation
<b>PS:A1 Acquire Self-Knowledge</b>					
<p><u>A1.1</u> Develop positive attitudes toward self as a unique and worthy person</p> <p><u>A1.2</u> Identify values, attitudes, and beliefs</p> <p><u>A1.3</u> Learn the goal-setting process</p> <p><u>A1.4</u> Understand change is part of growth</p> <p><u>A1.5</u> Identify and express feelings</p> <p><u>A1.6</u> Distinguish between appropriate and inappropriate behavior</p> <p><u>A1.7</u> Recognize personal boundaries, rights, and privacy needs</p> <p><u>A1.8</u> Understand the need for self-control and how to practice it</p> <p><u>A1.9</u> Demonstrate cooperative behavior in groups</p> <p><u>A1.10</u> Identify personal strengths and assets</p> <p><u>A1.11</u> Identify and discuss changing personal and social roles</p> <p><u>A1.12</u> Identify and recognize changing family roles</p>	<ul style="list-style-type: none"> <li>• Socially &amp; emotionally skilled person</li> <li>• Spiritual person engaged in crafting a life of noble purpose</li> <li>• Ethical thinker</li> <li>• Lifelong learner &amp; critical thinker</li> <li>• Diligent &amp; capable performer</li> <li>• Respectful &amp; responsible moral agent</li> <li>• Contributing community member</li> </ul>	<ul style="list-style-type: none"> <li>• Assess personal characteristics</li> <li>• Give and receive feedback in a positive manner</li> <li>• Select and explain a proposed course of action</li> <li>• Develop a plan to implement the selected course of action</li> <li>• Demonstrate effective communication skills</li> <li>• Exhibit appropriate work ethic and behaviors in school, community, and workplace</li> <li>• Understand appropriate and positive behavior management (social skills) and respect for all individual differences</li> <li>• Demonstrate skills that improve team effectiveness</li> <li>• Identify different types of teams and roles within each type of team</li> </ul>	<ul style="list-style-type: none"> <li>• Behavior expectations discussion and reinforcement in classrooms by teachers</li> <li>• Freshman/new student orientation and follow-on programs (Link Crew)</li> <li>• School-wide program promoting and integrating character and ethics; recognizing parents, students, teachers exemplifying traits (Excellence in Ethics)</li> <li>• Periodic student achievement recognitions (athletic, academic, etc.) at school assemblies</li> <li>• Student leadership groups (ASB, student council, NHS) as role models for student behavior and school values (assembly programs, school videos, posters, etc.)</li> <li>• Classroom delivery of material (by counselors) tailored by grade level (example topics: appropriate behavior, personal rights/needs, change, roles, etc.)</li> <li>• Small group and individual consultation for identified students</li> <li>• Mentor/monitoring/behavior plans for identified students (e.g. STAR, CARE, student contracts)</li> </ul>	<p><u>Grades 9-12</u></p> <ul style="list-style-type: none"> <li>• Teachers</li> <li>• Counselors</li> <li>• Psychologist</li> <li>• School Resource Officer (onsite police officer)</li> <li>• Students</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring/review of following indicators: number of behavioral referrals, number of disciplinary actions, attendance numbers</li> <li>• Observation</li> <li>• Feedback from students, parents, teachers</li> <li>• Monitoring behavior plans (for specific students)</li> </ul>



**West Linn-Wilsonville School District  
Comprehensive Guidance & Counseling Program  
HIGH SCHOOL CURRICULUM**

ASCA National Standards: Competencies & Indicators	Strengths of Character <sup>1</sup>	Oregon CCGs/CRLSs	Curriculum & Materials	Audience & Who Delivers	Evaluation
<b>PS:A2 Acquire Interpersonal Skills</b>					
<u>A2.6</u> Use effective communication skills	<ul style="list-style-type: none"> <li>• Socially &amp; emotionally skilled person</li> <li>• Contributing community member</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate effective communication skills</li> <li>• Listen attentively and summarize key elements of verbal and non-verbal communication</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum content (speaking work samples – CIM focus 9<sup>th</sup> and 10<sup>th</sup> grades)</li> <li>• Class communication expectations discussion and reinforcement by teachers (interactions with adults)</li> <li>• Consultation with teachers on delivery of some curriculum topics</li> <li>• Individual consultation/mentoring with identified students</li> <li>• Parent resources to assist child (speakers, books, etc.)</li> </ul>	<u>Grades 9-12</u> <ul style="list-style-type: none"> <li>• Teachers</li> <li>• Counselors</li> <li>• Outside speakers</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring grades</li> <li>• Observation</li> <li>• Feedback from students, teachers</li> </ul>

# West Linn-Wilsonville School District

## Comprehensive Guidance & Counseling Program

### HIGH SCHOOL CURRICULUM

#### Domain: Personal/Social

**Standard B:** *Students will make decisions, set goals and take necessary action to achieve goals.*

ASCA National Standards: Competencies & Indicators	Strengths of Character <sup>1</sup>	Oregon CCGs/CRLSs	Curriculum & Materials	Audience & Who Delivers	Evaluation
<b>PS:B1 Self-Knowledge Application</b>					
<p><u>B1.1</u> Use decision-making and problem-solving model</p> <p><u>B1.2</u> Understand consequences of decisions and choices</p> <p><u>B1.3</u> Identify alternative solutions to a problem</p> <p><u>B1.4</u> Develop effective coping skills for dealing with problems</p> <p><u>B1.5</u> Demonstrate when, where, and how to seek help for solving problems and making decisions</p> <p><u>B1.6</u> Know how to apply conflict resolution skills</p> <p><u>B1.7</u> Demonstrate a respect and appreciation for individual and cultural differences</p> <p><u>B1.8</u> Know when peer pressure is influencing a decision</p>	<ul style="list-style-type: none"> <li>• Lifelong learner &amp; critical thinker</li> <li>• Ethical thinker</li> <li>• Respectful &amp; responsible moral agent</li> <li>• Socially &amp; emotionally skilled person</li> <li>• Self-disciplined person who pursues a healthy lifestyle</li> <li>• Diligent &amp; capable performer</li> <li>• Spiritual person engaged in crafting a life of noble purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Apply decision-making &amp; problem-solving techniques</li> <li>• Anticipate consequences of decisions &amp; actions</li> <li>• Demonstrate ability to use decision-making skills to enhance health &amp; safety</li> <li>• Assess results and take corrective action</li> <li>• Apply conflict resolution strategies in appropriate ways</li> <li>• Understand appropriate and positive behavior management (social skills) and respect for all individual differences</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum content activities (e.g. physical education, health, social sciences, leadership classes)</li> <li>• Classroom delivery of material (by counselors) tailored by grade level (example topics: conflict resolution, coping skills, decisions and consequences, respect, etc.)</li> <li>• Small group or individual consultation for identified students</li> </ul>	<p><u>Grades 9-12</u></p> <ul style="list-style-type: none"> <li>• Teachers</li> <li>• Dean of Students</li> <li>• Counselors</li> <li>• Psychologist</li> <li>• School Resource Officer (onsite police officer)</li> <li>• Students</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring/review of following indicators: number of behavioral referrals, number of disciplinary actions, number of mental health referrals</li> <li>• Observation</li> <li>• Feedback from students, parents, teachers</li> <li>• Monitoring behavior plans (for specific students)</li> </ul>

# West Linn-Wilsonville School District

## Comprehensive Guidance & Counseling Program

### HIGH SCHOOL CURRICULUM

#### Domain: Personal/Social

**Standard C:** *Students will understand safety and survival skills.*

ASCA National Standards: Competencies & Indicators	Strengths of Character <sup>1</sup>	Oregon CCGs/CRLSs	Curriculum & Materials	Audience & Who Delivers	Evaluation
<b>PS:C1 Acquire Personal Safety Skills</b>					
<p><u>C1.7</u> Apply effective problem-solving and decision-making skills to make safe and healthy choices</p> <p><u>C1.8</u> Learn about the emotional and physical dangers of substance use and abuse</p>	<ul style="list-style-type: none"> <li>• Lifelong learner &amp; critical thinker</li> <li>• Diligent &amp; capable performer</li> <li>• Ethical thinker</li> <li>• Self-disciplined person who pursues a healthy lifestyle</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate ability to access valid health and safety related information</li> <li>• Demonstrate ability to use decision-making skills to enhance health &amp; safety</li> <li>• Demonstrate self management skills necessary to practice health-enhancing behaviors and reduce health risks</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum content and activities (e.g. physical education, health classes)</li> <li>• School-wide programs and activities to promote awareness around choices (e.g. Drug &amp; Alcohol Forum, Oregon Partnership speakers, parent/student no-alcohol pledges, drug-free prom/grad nights)</li> <li>• Student leadership groups (ASB, student council, NHS) as role models for student behavior and school values (assembly programs, school videos, posters, etc.)</li> <li>• Curriculum to address Internet safety choices (i-SAFE)</li> <li>• Small group or individual consultation for identified students</li> <li>• Referrals to outside agencies/practitioners as needed</li> </ul>	<p><u>Grades 9-12</u></p> <ul style="list-style-type: none"> <li>• Teachers</li> <li>• Counselors</li> <li>• Psychologist</li> <li>• School Resource Officer (onsite police officer)</li> <li>• Students</li> <li>• Parents</li> <li>• Outside speakers and professionals</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Monitoring/review of following indicators: number of behavioral referrals, number of disciplinary actions, number of mental health referrals</li> <li>• Feedback from students, teachers, parents, site council focus groups</li> </ul>

<sup>1</sup> Lickona, T., and Davidson, M. (2005). *Smart & Good High Schools: Integrating excellence and ethics for success in school, work, and beyond*. Cortland, N.Y.: Center for the 4<sup>th</sup> and 5<sup>th</sup> Rs (Respect & Responsibility)/Washington, D.C.: Character Education Partnership.

**WEST LINN-WILSONVILLE SCHOOL DISTRICT**  
**Comprehensive Guidance & Counseling Program**  
**Grades K-12**



**PROGRAM RESOURCES**

# WEST LINN-WILSONVILLE SCHOOL DISTRICT

## Comprehensive Guidance & Counseling Program

### Grades K-12

## Program Resources

### Foundations

- Lickona, T., and Davidson, M. (2005). *Smart & Good High Schools: Integrating excellence and ethics for success in school, work, and beyond*. Cortland, N.Y.: Center for the 4<sup>th</sup> and 5<sup>th</sup> Rs (Respect & Responsibility)/Washington, D.C.: Character Education Partnership
- Lickona, T., Schaps, E., and Lewis, C. (2003). *CEP's Eleven Principles of Effective Character Education™*. Washington, D.C.: Character Education Partnership
- *West Linn-Wilsonville School District K-12 Character Education Curriculum Framework*:  
[http://www.wlww.k12.or.us/DistrictDepts/CurrInstr/sf\\_characterEd/WLWV%20K-12CharacterEd.pdf](http://www.wlww.k12.or.us/DistrictDepts/CurrInstr/sf_characterEd/WLWV%20K-12CharacterEd.pdf)  
Adopted from: ASCD, "Appendix A: Curriculum Scope for Different Age Groups," *Promoting Social and Emotional Learning, Guidelines for Educators*, pp.133-138.
- *West Linn-Wilsonville School District K-12 Health & Physical Education Curriculum*:  
<http://www.wlww.k12.or.us/DistrictDepts/CurrInstr/HealthPhysicalEd.asp>

### District Programs

- *Second Step®: A Violence Prevention Curriculum*, Committee for Children, Seattle, WA, [www.cfchildren.org](http://www.cfchildren.org)
- *Steps to Respect®: A Bullying Prevention Program*, Committee for Children, Seattle, WA, [www.cfchildren.org](http://www.cfchildren.org)
- *Olweus Bullying Prevention Program*, Institute on Family & Neighborhood Life, Clemson University (contact within US), [www.clemson.edu/olweus/](http://www.clemson.edu/olweus/)
- *i-SAFE (K-12 Internet Safety Curriculum)*, i-SAFE America Inc., Carlsbad, CA, [www.isafe.org](http://www.isafe.org)

# WEST LINN-WILSONVILLE SCHOOL DISTRICT

## Comprehensive Guidance & Counseling Program

### Grades K-12

#### Academic Development Resources

##### College Entrance Testing Preparation Websites

- Test Prep Review: <http://www.testprepreview.com/>  
**Free online practice tests** (about 40 different standardized tests) – service of a nonprofit group of educators.
- 4Tests.com: <http://4tests.com>  
**Free online practice tests** (some AP tests, college entrance, other).
- Number2.com: <http://www.number2.com/>  
**Free online practice tests** (ACT, GRE, SAT, Vocab Builder) – originally founded by university professors and grad students, now owned by Xap Corporation, whose web sites are state-based college admission portals that provide college search, career planning, online applications, and financial aid tools to assist students with exploring and planning their options for higher education.
- The Online Test Page: <http://saab.org/>  
**Free online drills/tests** (math, vocabulary, SAT prep, ACT prep) – provided by Professor Elias Saab, Department of Mathematics, University of Missouri-Columbia.
- Quia – 100 Most Common SAT Words: <http://www.quia.com/jg/1527.html>  
Educational technology website - pioneered the "create-your-own" concept, giving instructors the ability to create customized educational software online, built around their own course materials and made available to students over the Web.
- College Power Prep: <http://powerprep.com/>  
Mostly purchase materials for test preparation – couple of free items; programs for schools and students.
- Kaplan - Test Prep and Admissions: <http://www.kaptest.com/>  
Well-known provider of for-purchase test preparations materials/classes.
- The Princeton Review – College: <http://www.princetonreview.com/college/default.asp>  
Well-known provider of for-purchase test preparations materials/classes.
- ACT, Inc. – A Student Site for ACT Test Takers: <http://www.actstudent.org/index.html>  
Everything you need to know about the ACT, including free and purchase preparation materials.
- College Board for Students: <http://www.collegeboard.com/?student>  
Everything you need to know about the SAT, including free and purchase preparation materials.

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**Career Development Resources**

- *The Career Key Test™*, Lawrence K. Jones, Ph.D., NCC, Career Key Inc., [www.careerkey.org](http://www.careerkey.org)
- *MyMajors*, Fritz H. Grupe, [www.mymajors.com](http://www.mymajors.com)

# WEST LINN-WILSONVILLE SCHOOL DISTRICT

## Comprehensive Guidance & Counseling Program

### Grades K-12

#### Personal/Social Development Resources

- *Oregon Partnership* (substance abuse prevention programs), Portland, OR, [www.orpartnership.org](http://www.orpartnership.org)
- *A Leader's Guide to What Do You Stand For? For Kids*, Barbara A. Lewis, Free Spirit Publishing; CD-ROM edition, 2005, (character education curriculum)  
*What Do You Stand For? For Kids: A Guide to Building Character*, Barbara A. Lewis & Marjorie Lisovskis, Free Spirit Publishing; paperback, 2005
- *Parenting with Love and Logic*, Foster W. Cline & Jim Fay, (curriculum and tapes for assisting parents)  
*Parenting with Love and Logic: Teaching Children Responsibility*, Foster W. Cline & Jim Fay, Pinon Press, 1990
- *How to Talk So Kids Will Listen & Listen So Kids will Talk*, Adele Faber & Elaine Mazlish, Collins; paperback, 1990 (series of books for parents)
- *Divorce Workbook Guide for Kids and Families*, Sally Ives, Fassler & Lash, Waterfront Books; paperback spiral edition, 1985 (supporting kids in small group counseling)
- *Kids & Divorce*, Sunburst Communications, video cassette
- *Waving Goodbye: An Activities Manual for Children in Grief*, The Dougy Center (supporting kids with bereavement concerns)



**WEST LINN-WILSONVILLE SCHOOL DISTRICT**  
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**SCHOOL BOARD POLICIES**

**WEST LINN-WILSONVILLE SCHOOL DISTRICT**  
**Comprehensive Guidance & Counseling Program**  
**Grades K-12**

West Linn-Wilsonville School District  
School Board Policies

The West Linn-Wilsonville Comprehensive Guidance & Counseling Program is supported and guided by:

- Policy EFA: Local Wellness Program (in process)

The West Linn-Wilsonville Comprehensive Guidance & Counseling Program is supported and guided by:

- Policy AC: Nondiscrimination
- Policy JB: Equal Educational Opportunity

Additional related board policies:

- Policy AB: The People and Their School District
- Policy ABA: Community Involvement in Decision Making
- Policy ABC: Student Involvement in Decision Making
- Policy GBH: Staff/Student Relations
- Policy GBN: Sexual Harassment
- Policy IA: Instructional Goals
- Policy JA: Student Policy Goals
- Policy JF: Student Rights and Responsibilities
- Policy JG: Student Discipline

The full texts of the above policies are available on the West Linn-Wilsonville School District website for reference and printing:

<http://www.wlvv.k12.or.us/News/SchoolBoard/BoardPolicies.asp>