

MELROSE HIGH SCHOOL

GUIDANCE CURRICULUM

**DRAFT
9/2009**

MELROSE HIGH SCHOOL MISSION STATEMENT

Melrose High School is committed to developing academic and personal excellence. In partnership with home and community, we foster a safe and caring learning environment.

We encourage a passion for learning by providing an engaging curriculum with high expectations for all students. We prepare our graduates to become knowledgeable, respectful, contributing citizens of a global society.

GUIDANCE CURRICULUM INTRODUCTION

Melrose High School School Counselors will develop and deliver counseling programs and services that provide all students with the knowledge and skills to achieve academic, personal, and career goals consistent with the Melrose High School Mission and Learning Expectations.

The Massachusetts School Counselor Association, in collaboration with the Massachusetts Department of Elementary and Secondary Education, used the American School Counselor Association National Model as a template for developing a model for Massachusetts. The Massachusetts Model emphasizes the three primary domains in schools that are impacted by the services delivered by school counselors. These three domains or principles create a framework by which school counseling services can be measured. They are:

- 1. Academic/Technical Achievement**
- 2. Workplace Readiness/Career Planning**
- 3. Personal and Social Development**

Furthermore, the model envisions school counseling programs that:

- **Advance each school's own mission** by operating from a recommended student to counselor ratio of no more than 250:1 with school counselors also acting as leaders and coordinators of program delivery
- **Support high standards for all students as a means of eliminating the achievement gap** by having counselors attend to students' developmental needs in ways that enable them to achieve success in their endeavors in education, the workplace and society
- **Implement school counseling intervention in accordance with the Massachusetts Career Development Education Benchmarks** by having counselors evaluate, modify, and develop their programs for alignment with the benchmarks.

- **Are data driven and accountable** by having counselors implement evidence based interventions, measure student outcomes, and document results regularly.

The Melrose High School Guidance Curriculum that follows in this document, although based on the ASCA National Model and the Massachusetts Model for School Counseling, is primarily at the service of the Melrose High School Mission and Learning Expectations. It is the goal of this curriculum to further advance the mission of Melrose High School and to meet the unique needs of the students in our school. While we have incorporated many elements from the state and national models, ultimately our guidance curriculum must meet the needs of our students in Melrose and therefore we have also included elements we believe are essential to our students as they move through Melrose High School.

Section 1: School Counseling Curriculum Framework and Principles

I. Academic and Technical Development

The MHS Guidance Curriculum goal is to implement strategies and activities to support and maximize each student's ability to learn.

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

Goal A1: Improve Academic Self-concept

(MHS Learning Expectation #3)

- Articulates feelings of competence and confidence as learner
- Participates in individual counseling and academic advising
- Meets individually with teacher(s) about a question or issue
- Displays a positive attitude toward learning
- Has the ability to accept and learn from mistakes

Goal A2: Acquire Skills for Improving Learning

(MHS Learning Expectation #9)

- Seeks individual counseling and academic advising
- Displays a knowledge of time management and is able to apply time management skills
- Knows when to ask for help and seeks guidance assistance independently
- Uses resources available, including guidance, peer tutoring, tutoring, and extra teacher assistance
- Has a knowledge of his or her learning style

Goal A3: Achieve School Success

(MHS Learning Expectations #5, 8, 9)

- Takes responsibility for his or her own actions
- Participates actively in class both independently and cooperatively with others
- Achieves success as measured by teacher observation and evaluation
- Takes actions that display an interest in own academic progress
- Takes actions that display a range of interests
- Takes initiative to achieve academic goals

- Shows the ability to assess own progress in school and to effectively problem solve in order to improve achievement

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

Goal B1: Improve Learning

(MHS Learning Expectation #5, 9)

- Displays motivation to achieve goals by utilizing resources available including teachers, counselors, technology, and tutoring where necessary
- Displays the ability to learn and apply critical thinking skills
- Demonstrates or articulates a knowledge of the importance of study skills
- Has the ability to use information from a wide variety of sources
- Shows the ability or potential to be an independent learner

Goal B2: Achieve Goals

(MHS Learning Expectation #9)

- Develops with counselor an appropriate four-year academic plan
- Continues to review and revise personal educational goals with an awareness of the future implications of one's choices
- Meets with counselor regularly for post high school and/or college planning and understands the admissions process for colleges including academic and testing requirements
- Identifies post-secondary options consistent with interests, abilities, and academic achievement

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

Goal C1: Relate School to Life Experience

(MHS Learning Expectations #3, 4, 5, 6, 7, 8, 9, 10)

- Demonstrates the ability to balance school, studies, extracurricular activities, leisure time, and family time
- Articulates an understanding of the relationship between educational achievement and career success
- Has the ability to assess one's academic and personal strengths and limitations and how they relate to various career paths

- Understands the importance of taking responsibility and accepting consequences of one's actions
- Understands that personal responsibility, personal integrity, and respect are important for success in school, work, and personal life
- Understands the relationship between academic preparation and career and educational opportunities

II. CAREER READINESS AND DEVELOPMENT

The MHS Guidance Curriculum goal is to provide the foundation for the acquisition of skills, attitudes and knowledge that will enable students to make a successful transition from school to the world of work.

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.

Goal C: A1: Develop Career Awareness

(MHS Learning Expectation #9)

- Participates in Naviance "Do What You Are" activity sponsored by the guidance office
- Develops personal interests and hobbies
- Demonstrates an awareness of career opportunities and how to match personal skills, interests, and abilities with career choices
- Has the ability to access information on job requirements, resume writing, and the interview process
- Shows the ability to work effectively as a member of a team or group
- Shows the ability to set personal goals, plan for the future, and make effective decisions

Goal C: A2: Develop Employment Readiness

(MHS Learning Expectations 5, 7, 9)

- Acquires employability skills such as working on a team, problem-solving, and organizational skills
- Demonstrates a general knowledge or awareness of the workplace
- Learns how to write a personal resume or keep a portfolio as part of the college or post high school planning process
- Shows a positive attitude toward work and learning
- Understands the importance of responsibility, dependability, punctuality, integrity, and effort in school and how that translates to the workplace
- Utilizes time management skills effectively

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

Goal C: B1: Acquire Career Information

(MHS Learning Expectation #9)

- Participates in the use of Naviance for career awareness and information, including the Occupational Outlook Handbook
- Develops and demonstrates skills in career planning and decision making
- Actively participates in the career planning process
- Identifies personal skills, interests, and abilities and is able to match them with career choices
- Shows the ability to assess lifestyle values including job outlook, monetary rewards, and personal satisfaction
- Chooses an educational plan and classes to support future career goals or awareness

Goal C: B2: Identify Career Goals

(MHS Learning Expectation #9)

- Demonstrates awareness of the education and training needed to achieve career goals
- Uses job readiness opportunities such as part-time employment, community service work, mentoring, shadowing, internships or other work experience to help inform future choices

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

Goal C: C1: Acquire Knowledge to Achieve Career Goals

(MHS Learning Expectations 8, 9, and 10)

- Understands the relationship between educational achievement and career success
- Understands how work can help one achieve personal success and satisfaction
- Has the ability to assess and identify personal preferences and interests
- Understand the importance of equity and access in career choices
- Understands that work is an important means of personal expression

Goal C: C2: Apply Skills to Achieve Career Goals

(MHS Learning Expectations 5, 8, and 9)

- Has an awareness of and can use conflict management skills with peers and adults
- Understands how to work cooperatively with others as a team member
- Understands that personal responsibility, personal integrity, and respectful collaboration are important for success in school, work, and personal life

III. Personal and Social Development

The MHS Guidance Curriculum goal is to provide the foundation for personal and social growth in a diverse learning community as students progress through school and into adulthood.

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

Goal PS: A1: Acquire Self-Knowledge

(MHS Learning Expectations 3, 7, 8, and 10)

- Develops positive attitudes toward self as a unique and worthy person
- Demonstrates respect for others and respects alternative points of view
- Demonstrates an understanding of and an appreciation for the diversity that is present in society; appreciates individual differences
- Develops and demonstrates independence, self-confidence, self-advocacy and resiliency as a learner and as a citizen in the community
- Uses effective techniques for managing stress, emotional life, and shows the ability to access available resources when applicable
- Understands that personal responsibility, personal integrity, and respectful collaboration are the cornerstones to a successful work and personal life

Goal PS: A2: Acquire Interpersonal Skills

(MHS Learning Expectations 3, 7, 8, and 10)

- Uses effective communication skills to express feelings and resolve conflicts
- Demonstrates effective listening skills, critical thinking skills, and communication skills
- Develops healthy personal and professional relationships
- Recognizes the rights and responsibilities of self and others

Standard B: Students will demonstrate the knowledge and skills necessary to make decisions, set goals, and take action to achieve goals.

Goal PS: B1: Self-Knowledge Application

(MHS Learning Expectations 5, 9)

- Understands the consequences of choices and is able to apply an effective decision-making and problem-solving model to a variety of situations
- Develops a personal awareness of the relationship between personal/social actions and outcomes

- Demonstrates the ability to reflect on how one's own thoughts or actions have resulted in specific outcomes
- Has an action plan to set and achieve realistic goals
- Demonstrates effective time management skills and appropriate follow through on tasks

Standard C: Students will understand safety and survival skills.

Goal PS: C1: Acquire Personal Safety Skills

(MHS Learning Expectations 7, 8, and 10)

- Demonstrates an understanding of the importance of caring for others, showing respect, kindness and compassion, tolerance, and civility in conflict with others
- Employs effective skills for resisting negative peer pressure and influence
- Demonstrates the ability to seek assistance when harassed, bullied, or discriminated against at school and within the community
- Demonstrates an understanding of personal boundaries and privacy rights within the school community
- Has the ability to differentiate between situations requiring peer support and those requiring adult professional help in the school environment (i.e. substance abuse, mental health issues, etc.)
- Demonstrates the ability to resist negative pressures present in the school community

Section 2: Delivery of School Counseling Services

The Melrose High School School Counseling curriculum includes the following developmentally appropriate services as indicated by grade level:

Grade 9

- Grade 9 Guidance Orientation Groups
- Individual/Small group counseling
- Consultation with students, teachers, and parents
- Academic monitoring and advising
- Outside referrals where appropriate
- Interface with other school clubs and organizations (i.e. student council, faculty council, students clubs etc.)
- Crisis counseling and intervention
- IST: Instructional Support Team for academic support and referral identification
- SAT: Student Assistance Team to support struggling students
- Scheduling and educational planning
- Parent educational outreach for curriculum and scheduling
- Regular communication with parents via phone, email, mail, and web site link

Grade 10

- Career planning and personality profiling using Naviance software
- Individual/Small group counseling especially around career awareness and planning for the future
- Consultation with students, teachers, and parents
- Academic monitoring and advising
- Outside referrals where appropriate
- Interface with other school clubs and organizations
- Crisis counseling and intervention
- IST: Instructional Support Team
- SAT: Student Assistance Team
- Scheduling and educational planning
- Parent educational outreach for curriculum and scheduling
- Regular communication with parents via phone, email, mail, and web site link

Grade 11

- College and career planning and personality profiling using Naviance software and other print and media resources
- Individual counseling and advising especially around college planning, career awareness, standardized testing
- Large group instructional activities and classroom presentations for college planning and awareness
- Junior Parent College Night with college planning presentation and college admissions representatives

- Scheduling and educational planning with particular attention paid to student's college and/or career goals
- Academic monitoring and advising along with consultation with teachers and parents
- Outside referrals where appropriate
- Crisis counseling and intervention
- Interface with school clubs and organizations
- SAT: Student Assistance Team
- Parent educational outreach for curriculum and scheduling
- Regular communication with parents via phone, email, mail, and web site link

Grade 12

- College and career planning and personality profiling using Naviance software and other print and media resources
- Individual counseling and advising especially around college planning, career awareness, and standardized testing
- Large group instructional activities and classroom presentations for college planning and awareness
- Assistance with college essays, completing and packaging college applications, and creating/editing college list
- Senior Parent Breakfast for parent outreach around college planning
- Senior Award Assembly to honor and recognize outstanding academic and artistic achievement of seniors
- Academic monitoring and advising along with consultation with teachers and parents; audit of senior graduation credits and requirements
- Outside referrals where appropriate
- Crisis counseling and intervention
- Interface with school clubs and organizations
- SAT: Student Assistance Team
- Regular communication with parents via phone, email, mail, and web site link