**Grade: 9-12**

<table>
<thead>
<tr>
<th>Learning Target</th>
<th>Knowledge &amp; Processes</th>
<th>Student Friendly</th>
</tr>
</thead>
</table>
| Student will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the lifespan. | **Knowledge**  
- Academic self confidence  
- Pride  
- Study habits  
- Responsibility  
- Ability to work independently and cooperatively  
- Attendance  
- Punctuality  
- Attitudes/behaviors  
- Interests/Abilities  
- Productivity  
- Initiative  
- Dependability  
**Processes**  
- Review a variety of organizational, time management, and study skills for school success.  
- List resources to improve study skills.  
- Assess the relationship between aptitudes and interests in the development of a six year plan.  
- Develop a personal plan to improve study habits and identify steps to accomplish the plan.  
- Work independently as well as cooperatively with others.  
- Select courses designed to meet long term and educational goals.  
- Attend school regularly and on time.  
- Formulate long term educational and career goals.  
- Correlate course of study to long term goals. |  
|  |  | **I use a variety of organizational, time management, and study skills for school success.**  
**I have a list of resources to improve study skills.**  
**I know the courses required for graduation.**  
**I have a personal plan to improve study habits and identify steps to accomplish the plan.**  
**I can work independently as well as cooperatively with others.**  
**I have selected courses designed to meet long term and educational goals.**  
**I attend school regularly and on time.**  
**I have formulated long term educational and career goals.**  
**I can correlate course of study to long term goals.** |
### Learning Targets

**Grade: 9-12**

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

### Knowledge & Processes

<table>
<thead>
<tr>
<th>Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical thinking skills</td>
</tr>
<tr>
<td>Decision making</td>
</tr>
<tr>
<td>Self-directed Learning</td>
</tr>
<tr>
<td>Six Year Plan</td>
</tr>
<tr>
<td>Academic Goals</td>
</tr>
<tr>
<td>Classroom performance</td>
</tr>
<tr>
<td>Post-secondary option</td>
</tr>
<tr>
<td>College</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Processes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify the requirements necessary for graduation.</td>
</tr>
<tr>
<td>Monitor and track yearly progress.</td>
</tr>
<tr>
<td>Use critical thinking skills and academic decision making.</td>
</tr>
<tr>
<td>Apply long term goal setting techniques in the academic setting.</td>
</tr>
<tr>
<td>Develop self-directed and independent processes.</td>
</tr>
<tr>
<td>Develop a plan of study to progress toward educational goals.</td>
</tr>
<tr>
<td>Identify the appropriate educational skills and requirements necessary in making post-secondary decisions.</td>
</tr>
</tbody>
</table>

### Student Friendly

- I will be able to monitor and track my yearly progress in credits and graduation requirements.
- I will explore interests and abilities to help with academic decision making.
- I will apply what I learn in my decision making process and set academic goals.
- I will become self-directed and independent.
- I will develop a plan of study to progress toward educational goals.
- I will identify the appropriate educational skills and requirements necessary in making post-secondary decisions.
# WCS Scope & Sequence 2016-2017

**Revised June 6, 2016**  
**School Counseling**

**Grade: 9-12**

<table>
<thead>
<tr>
<th>Learning Targets</th>
<th>Knowledge &amp; Processes</th>
<th>Student Friendly</th>
</tr>
</thead>
</table>
| Students will understand the relationship of academics to the world of work, and to life at home and in the community. | **Knowledge**  
- Careers  
- Hobbies  
- Extracurricular activities  
- Life goals  
- Community activities  
**Processes**  
- State the relationship between learning and work  
- Create a time management plan balancing school and other activities  
- Pursue experiences within the school and the community that enhance the learning experience.  
- Correlate school success and positive transition to community/career.  
- Assess how school success and the transition from student to community members are related.  
- Value learning as a life-long process. | **I understand the relationship between learning and work**  
**I will create a time management plan balancing school and other activities**  
**I plan to pursue experiences within the school and the community that enhance the learning experience.**  
**I can correlate school success and positive transition to community/career.**  
**I will assess how school success and the transition from student to community members are related.**  
I value learning as a life-long process. |
### Learning Targets

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

### Knowledge & Processes

#### Knowledge
- Career choices
- Work habits
- Work Values
- Work ethics
- Employment skills
- Balance of work and leisure
- Job readiness skills

#### Processes
- Exhibit organizational and time management skills
- Utilize technology for educational and career planning
- Review the six-year academic plan
- Apply the results of various career assessment instruments and experiences in making career plans
- Apply time management skills when completing major projects
- Recognize work ethics expected by employers
- Use technology and other sources to locate college, financial aid and job information
- Explain post-secondary goals as related to the six-year academic plan
- Prepare a resume and letter of application and participate in mock job interviews
- Apply respect for diversity in workplace
- Apply time and task management skills in academic and work-based experience
- Exhibit appropriate behaviors in a work based experience

### Student Friendly

- I know how to organize and manage my time.
- I utilize technology for educational and career planning.
- I have reviewed the six-year academic plan.
- I understand career assessment results and use them to make career plans.
- I can apply time management skills when completing major projects.
- I recognize work ethics expected by employers.
- I use technology and other sources to locate college, financial aid and job information.
- I can explain post-secondary goals as related to the six-year academic plan.
- I can prepare a resume and letter of application and participate in mock job interviews.
- I respect diversity in workplace.
- I can apply time and task management skills in academic and work-based experience.
| Grade: 9-12 | Identify possible career choices using information gained through technology | I will exhibit appropriate behaviors in a work based experience
I can identify possible career choices using information gained through technology |
### Grade: 9-12

<table>
<thead>
<tr>
<th>Learning Targets</th>
<th>Knowledge &amp; Processes</th>
<th>Student Friendly</th>
</tr>
</thead>
</table>
| Students will employ strategies to achieve future career success and satisfaction. | **Knowledge**  
- Career clusters  
- Occupations  
- Employment trends  
- Readiness skills  
**Processes**  
- Use personal and career knowledge to determine future plans  
- Finalize career portfolio  
- Research resources for post-secondary funding  
- Make specific job and/or college decisions based on knowledge of personal interest and abilities  
- Use technology to assess Tennessee and national labor market trends related to career goals.  
- Update career portfolio to support future goals  
- Participate in work-based experiences to evaluate career goals  
- Validate and/or modify career goals from work-based learning. |  
- I can use personal and career knowledge to determine future plans  
- I will finalize career portfolio  
- I can research resources for post-secondary funding  
- I can make specific job and/or college decisions based on knowledge of personal interest and abilities  
- I can use technology to assess Tennessee and national labor market trends related to career goals.  
- I will update career portfolio to support future goals  
- I will participate in work-based experiences to evaluate career goals  
- I can validate and/or modify career goals from work-based learning. |
## Learning Targets

**Knowledge & Processes**

- **Knowledge**
  - Team-building
  - Conflict management skills
  - Academic strengths
  - Flexibility
  - Lifestyles

- **Processes**
  - Apply listening and team-building skills for task completion
  - Relate interests, abilities, and achievement to personal, social, educational and career goals
  - Describe the effect of the changing workplace on future learning
  - Use listening, team building, and conflict resolution skills in groups
  - Utilize technology and other resources to assess personal skills, interests and abilities and prepare for post-secondary options, including tech prep programs
  - Relate knowledge of changing workplace trends to post-secondary career options and the need for lifelong learning.
  - Understand the benefits of preparing multiple post-secondary career options
  - Complete high school courses that will earn college credits
  - Explore the educational enrichment options of enrolling in a college course while in high school

**Student Friendly**

- I can apply listening and team-building skills for task completion
- I can relate interests, abilities, and achievement to personal, social, educational and career goals
- I can describe the effect of the changing workplace on future learning
- I will use listening, team building, and conflict resolution skills in groups
- I will utilize technology and other resources to assess personal skills, interests and abilities and prepare for post-secondary options, including tech prep programs
- I can relate knowledge of changing workplace trends to post-secondary career options and the need for lifelong learning.
- I understand the benefits of preparing multiple post-secondary career options
- I will complete multiple post-secondary career options
- I will complete all high school course requirements
- I will complete high school courses that will earn college credits
<table>
<thead>
<tr>
<th>Grade: 9-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Assess how leadership skills apply to school, community and the world of work</td>
</tr>
<tr>
<td>• I will explore the educational enrichment options of enrolling in a college course while in high school</td>
</tr>
<tr>
<td>• I will assess how leadership skills apply to school, community and the world of work</td>
</tr>
</tbody>
</table>
### Learning Targets

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

<table>
<thead>
<tr>
<th>Knowledge &amp; Processes</th>
<th>Student Friendly</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge</strong></td>
<td></td>
</tr>
<tr>
<td>• Life choices</td>
<td>• I can assess personal strengths and assets</td>
</tr>
<tr>
<td>• Effective communication skills</td>
<td>• I can recognize how attitudes and values affect life</td>
</tr>
<tr>
<td>• Meaningful relationships</td>
<td>• I can demonstrate effective communication in a cooperative setting</td>
</tr>
<tr>
<td><strong>Processes</strong></td>
<td></td>
</tr>
<tr>
<td>• Assess personal strengths and assets</td>
<td>• I can recognize how listening skills are useful in building relationships</td>
</tr>
<tr>
<td>• Recognize how attitudes and values affect life</td>
<td>• I will value self and others with regard to individual differences</td>
</tr>
<tr>
<td>• Demonstrate effective communication in a cooperative setting</td>
<td>• I can explain what personal assets he/she brings to a cooperative team</td>
</tr>
<tr>
<td>• Recognize how listening skills are useful in building relationships</td>
<td>• I can recognize the impact of change and transition in significant life events</td>
</tr>
<tr>
<td>• Value self and others with regard to individual differences</td>
<td>• I can identify changing personal and social roles</td>
</tr>
<tr>
<td>• Explain what personal assets he/she brings to a cooperative team</td>
<td>• I can identify environmental influences on one’s behaviors (music, media, consumer marketing)</td>
</tr>
<tr>
<td>• Recognize the impact of change and transition in significant life events</td>
<td>• I can distinguish between assertive and aggressive communication</td>
</tr>
<tr>
<td>• Identify changing personal and social roles</td>
<td>• I can assess the value of building and maintaining relationships</td>
</tr>
<tr>
<td>• Identify environmental influences on one’s behaviors (music, media, consumer marketing)</td>
<td></td>
</tr>
<tr>
<td>• Distinguish between assertive and aggressive communication</td>
<td></td>
</tr>
<tr>
<td>• Assess the value of building and maintaining relationships</td>
<td></td>
</tr>
<tr>
<td>• Demonstrate and interpret nonverbal communication</td>
<td></td>
</tr>
<tr>
<td>• Develop strategies for initiating a discussion of teen issues within the family</td>
<td></td>
</tr>
</tbody>
</table>
| Grade: 9-12 | **Analyze behaviors that contribute to physical and mental health**  
| | **Distinguish between assertive and aggressive behavior**  
| | **Assess the value of building and maintaining relationships**  
| | **Demonstrate and interpret nonverbal communication** | **I will demonstrate and interpret nonverbal communication**  
| | **I will develop strategies for initiating a discussion of teen issues within the family**  
| | **I can analyze behaviors that contribute to physical and mental health**  
| | **I can distinguish between assertive and aggressive behavior**  
| | **I can assess the value of building and maintaining relationships**  
| | **I can demonstrate and interpret nonverbal communication** |
## Learning Targets
Students will make decisions, set goals, and take necessary action to achieve goals.

## Knowledge & Processes

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Processes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Consequences</td>
<td>• Evaluate alternatives, resources and the impact of consequences in the decision making process</td>
</tr>
<tr>
<td>• Alternative plans</td>
<td>• Evaluate alternative plans to achieve goals</td>
</tr>
<tr>
<td>• Perseverance</td>
<td>• Create a plan and persevere to achieve goals</td>
</tr>
</tbody>
</table>

**Student Friendly**

- I can evaluate alternatives, resources and the impact of consequences in the decision making process
- I can evaluate alternative plans to achieve goals
- I can create a plan and persevere to achieve goals
- I can describe personal attributes that (positively) affect education and life goals
- I can discuss the effects of education, work and family on individual decision making
- I can utilize assessment results in setting of personal goals
- I can analyze how expectations of others affects career, personal, educational decisions
- I can identify legally and socially acceptable behaviors/options
- I will explore key resources to assist in goal attainment
- I can appraise personal skills that contribute to physical and mental health
### Learning Targets

**Students will understand safety and survival skills.**

### Knowledge & Processes

**Knowledge**
- Stress
- Peer pressure
- Personal safety
- Personal health

**Processes**
- Gather information concerning current trends in safe and healthy lifestyles
- Demonstrate techniques for handling overt and subtle bullying and harassment
- List physical, emotional, and psychological risks involved with sexual activity
- Evaluate the consequences of personal decisions
- Recognize and demonstrate coping strategies for management of personal crises
- Identify skills for resisting persuasive tactics where personal safety is at risk
- Explore the impact of prejudices and stereotyping on conflicts
- Recognize the importance of following recommended safety restrictions
- Recognize indicators of potential crisis and report suspicions to school or other appropriate authorities
- Implement strategies to deal successfully with life transitions
- Explore situations when it is appropriate to breach confidentiality
- Establish a connection with a healthy support network

### Student Friendly

- I can gather information concerning current trends in safe and healthy lifestyles
- I can demonstrate techniques for handling overt and subtle bullying and harassment
- I can list physical, emotional, and psychological risks involved with sexual activity
- I can evaluate the consequences of personal decisions
- I can recognize and demonstrate coping strategies for management of personal crises
- I can identify skills for resisting persuasive tactics where personal safety is at risk
- I can explore the impact of prejudices and stereotyping on conflicts
- I can recognize the importance of following recommended safety restrictions
- I can recognize indicators of potential crisis and report suspicions to school or other appropriate authorities
<table>
<thead>
<tr>
<th></th>
<th>Grade: 9-12</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• I can implement strategies to deal successfully with life transitions</td>
</tr>
<tr>
<td></td>
<td>• I can explore situations when it is appropriate to breach confidentiality</td>
</tr>
<tr>
<td></td>
<td>• I will establish a connection with a healthy support network</td>
</tr>
</tbody>
</table>