

The Wisconsin Comprehensive School Counseling Model

Student Content Standards

The Wisconsin Comprehensive School Counseling Model builds the content of developmental school counseling programs around nine Model Academic Standards for School Counseling. Each standard represents a broad developmental concept. Each concept inspires a separate but related core performance standard. As individuals develop, they become more knowledgeable and sophisticated in their use of these standards throughout their lives. While this model is described in the context of a K-12 comprehensive school counseling program, these standards represent lifelong development and learning goals.

- Content Standard within Domain = A
 - Core Performance Standard = A.1
 - Grade Level Benchmarks = A. 4.1.1
Grades 4 – 8 – 12

Content Standard within Domain	Core Performance Standard	Grade Level Benchmark
Standard A	A.1	A.4.1.1

Student Content Standards

Academic Domain

- Standard A:** Students will acquire the attitudes, knowledge, and skills that contribute to successful learning in school and across the life span.
- Standard B:** Students will develop the academic skills and attitudes necessary to make effective transitions from elementary to middle school, from middle school to high school, and from high school to a wide range of postsecondary options.
- Standard C:** Students will understand how their academic experiences prepare them to be successful in the world of work, in their interpersonal relationships, and in the community.

Personal/Social Domain

- Standard D:** Students will acquire the knowledge, attitudes, and interpersonal skills to understand themselves and appreciate the diverse backgrounds and experiences of others.
- Standard E:** Students will demonstrate effective decision-making, problem-solving, and goal-setting skills.
- Standard F:** Students will understand and use safety and wellness skills.

Career Domain

- Standard G:** Students will acquire the self-knowledge necessary to make informed career decisions.
- Standard H:** Students will understand the relationship between educational achievement and career development.
- Standard I:** Students will employ career management strategies to achieve future career success and satisfaction.

Grade Level Benchmarks

Academic Content Standard A:

Students will acquire the attitudes, knowledge, and skills that contribute to successful learning in school and across the life span.

BY THE END OF GRADE 4 STUDENTS WILL:

A.1 Demonstrate an understanding of and responsibility for self as a learner

- A.4.1.1 Demonstrate competence and confidence as a learner.
- A.4.1.2 Set realistic expectations for work and achievement.
- A.4.1.3 Recognize and accept mistakes as essential to the learning process.
- A.4.1.4 Identify and model personal attitudes and behaviors that lead to successful learning.

A.2 Acquire the skills for improving effectiveness as a learner

- A.4.2.1 Use communication skills to know when and how to ask for help when needed.
- A.4.2.2 Demonstrate how effort and persistence positively affect learning.

A.3 Demonstrate responsibility for achieving school success

- A.4.3.1 Demonstrate taking responsibility for actions in school.
- A.4.3.2 Demonstrate the ability to work independently and/or to work cooperatively with other students.
- A.4.3.3 Share knowledge.

BY THE END OF GRADE 8 STUDENTS WILL:

A.2 Acquire the skills for improving effectiveness as a learner

- A.8.2.1 Apply time management and task management skills.
- A.8.2.2 Apply knowledge of learning styles and multiple intelligences to positively influence academic performance.

A.3 Demonstrate responsibility for achieving school success

- A.8.3.1 Demonstrate the capability to develop a broad range of interests and abilities.

BY THE END OF GRADE 12 STUDENTS WILL:

A.3 Demonstrate responsibility for achieving school success

- A.12.3.1 Demonstrate the ability to be dependable, productive, and take initiative for school success.

* Adapted from The ASCA National Model: A Framework for School Counseling Programs, American School Counselor Association, 2003.

Academic Content Standard B:

Students will develop the academic skills and attitudes necessary to make effective transitions from elementary to middle school, from middle school to high school, and from high school to a wide range of postsecondary options.

BY THE END OF GRADE 4 STUDENTS WILL:

B.1 Apply the skills necessary to improve learning and make successful academic transitions

B.4.1.1 Demonstrate the ability to seek information and support from faculty, staff, family, and peers.

B.2 Apply knowledge in establishing and achieving academic goals

B.4.2.1 Demonstrate the ability to establish challenging academic goals in elementary school.

BY THE END OF GRADE 8 STUDENTS WILL:

B.1 Apply the skills necessary to improve learning and make successful academic transitions

B.8.1.1 Demonstrate the importance of motivation to achieve individual potential.

B.8.1.2 Apply critical thinking skills for making successful academic transitions.

B.8.1.3 Apply the study skills necessary for academic success at each level.

B.8.1.4 Demonstrate the ability to organize and apply academic information from a variety of sources.

B.2 Apply knowledge in establishing and achieving academic goals

B.8.2.1 Demonstrate the ability to establish challenging academic goals in middle school.

B.8.2.2 Use assessment results in educational planning.

B.8.2.3 Develop and implement an individual learning plan to maximize academic ability and achievement.

B.8.2.4 Integrate knowledge of aptitudes and interests when setting and revising goals.

BY THE END OF GRADE 12 STUDENTS WILL:

B.1 Apply the skills necessary to improve learning and make successful academic transitions

B.12.1.2 Become a self-directed and independent learner.

B.2 Apply knowledge in establishing and achieving academic goals

B.12.2.1 Demonstrate the ability to establish challenging academic goals in high school.

B.12.2.2 Apply problem-solving and decision-making skills to assess progress toward educational goals.

B.12.2.3 Identify postsecondary options consistent with interests, achievement, aptitude, and abilities.

* Adapted from The ASCA National Model: A Framework for School Counseling Programs, American School Counselor Association, 2003.

Academic Content Standard C:

Students will understand how their academic experiences prepare them to be successful in the world of work, in their interpersonal relationships, and in the community.

BY THE END OF GRADE 4 STUDENTS WILL:

C.1 Understand how to relate school to life experiences

- C.4.1.1 Understand the relationship between learning and work.
- C.4.1.2 Compare the relationship between parent(s)' education and career choice, while examining other education and career examples that are similar or different.

BY THE END OF GRADE 8 STUDENTS WILL:

C.1 Understand how to relate school to life experiences

- C.8.1.1 Participate in co-curricular and community experiences to enhance the school experience.
- C.8.1.2 Understand that education is essential to becoming a contributing member of society.

BY THE END OF GRADE 12 STUDENTS WILL:

C.1 Understand how to relate school to life experiences

- C.12.1.1 Demonstrate the ability to balance school, studies, co-curricular activities, leisure time, and family life.
- C.12.1.2 Understand how school success and life-long learning enhance future career opportunities.

* Adapted from The ASCA National Model: A Framework for School Counseling Programs, American School Counselor Association, 2003.

Personal/Social Content Standard D:

Students will acquire the knowledge, attitudes, and interpersonal skills to understand themselves and appreciate the diverse backgrounds and experiences of others.

BY THE END OF GRADE 4 STUDENTS WILL:

D.1 Acquire and demonstrate self-awareness and self-acceptance as they relate to understanding oneself

- D.4.1.1 Demonstrate positive attitudes toward self as a unique and worthy person.
- D.4.1.2 Identify and express feelings appropriately.
- D.4.1.3 Practice self-control.
- D.4.1.4 Identify and acknowledge personal strengths and assets.

D.2 Acquire and demonstrate acceptable interpersonal skills as they relate to understanding oneself and others

- D.4.2.1 Discuss and explain the differences between appropriate and inappropriate behavior.
- D.4.2.2 Identify basic human rights and responsibilities.
- D.4.2.3 Respect alternative points of view.
- D.4.2.4 Respect and accept individual differences.
- D.4.2.5 Describe and demonstrate socially-acceptable group behavior.

BY THE END OF GRADE 8 STUDENTS WILL:

D.1 Acquire and demonstrate self-awareness and self-acceptance as they relate to understanding oneself

- D.8.1.1 Respect and support differences in ethnic and cultural diversity, as well as diversity in other forms (e.g., national origin, gender, disability, economic status, religion, sexual orientation, or other factors of human difference).

D.2 Acquire and demonstrate acceptable interpersonal skills as they relate to understanding oneself and others

- D.8.2.1 Demonstrate effective writing, speaking, listening, and nonverbal communication skills.

BY THE END OF GRADE 12 STUDENTS WILL:

D.1 Acquire and demonstrate self-awareness and self-acceptance as they relate to understanding oneself

- D.12.1.1 Identify and describe characteristics of physical and psychological growth and development.
- D.12.1.2 Identify and demonstrate resiliency skills related to interpersonal relationships and life events.

D.2 Acquire and demonstrate acceptable interpersonal skills as they relate to understanding oneself and others

- D.12.2.1 Demonstrate skills for establishing and maintaining meaningful relationships.

* Adapted from The ASCA National Model: A Framework for School Counseling Programs, American School Counselor Association, 2003.

Personal/Social Content Standard E:

Students will demonstrate effective decision-making, problem-solving, and goal-setting skills.

BY THE END OF GRADE 4 STUDENTS WILL:

E.1 Apply self-knowledge in the decision-making or goal-setting process

- E.4.1.1 Identify and compare potential consequences of a decision.
- E.4.1.2 Create an effective plan of action that could result in a successful outcome.
- E.4.1.3 Identify and differentiate alternative solutions to a problem or decision.
- E.4.1.4 Demonstrate when, where, and how to seek help with solving problems and making decisions.
- E.4.1.5 Identify and explain the ways peer pressure can influence a decision.

BY THE END OF GRADE 8 STUDENTS WILL:

E.1 Apply self-knowledge in the decision-making or goal-setting process

- E.8.1.1 Develop an action plan to achieve short- and long-term goals.
- E.8.1.2 Identify alternative ways of achieving a goal or making a decision.
- E.8.1.3 Apply effective conflict resolution skills to a current issue or problem.

BY THE END OF GRADE 12 STUDENTS WILL:

E.1 Apply self-knowledge in the decision-making or goal-setting process

- E.12.1.1 Demonstrate commitment and persistence in the pursuit of a goal.

* Adapted from The ASCA National Model: A Framework for School Counseling Programs, American School Counselor Association, 2003.

Personal/Social Content Standard F:

Students will understand and use safety and wellness skills.

BY THE END OF GRADE 4 STUDENTS WILL:

F.1 Acquire and demonstrate self-management and responsibility for health-promoting behavior

- F.4.1.1 Demonstrate use of personal information (i.e., telephone number, home address, emergency contact).
- F.4.1.2 Practice respect for the rights and privacy of self and others.
- F.4.1.3 List and describe the skills related to personal safety and protective behaviors.
- F.4.1.4 Identify and use resource people in the school and community.
- F.4.1.5 Explain the relationship between rules, laws, safety, and the protection of rights of the individual.
- F.4.1.6 Use effective problem-solving and decision-making skills to make safe and healthy choices.

BY THE END OF GRADE 8 STUDENTS WILL:

F.1 Acquire and demonstrate self-management and responsibility for health-promoting behavior

- F.8.1.1 Describe the emotional and physical dangers of substance use and abuse.
- F.8.1.2 Apply the skills needed to cope effectively with peer pressure.
- F.8.1.3 Utilize techniques for managing daily stress and conflict.
- F.8.1.4 Demonstrate the ability to set personal boundaries and advocate for oneself when these boundaries are violated.

BY THE END OF GRADE 12 STUDENTS WILL:

F.1 Acquire and demonstrate self-management and responsibility for health-promoting behavior

- F.12.1.1 Differentiate between situations that require peer support, adult support, or professional help.
- F.12.1.2 Develop and use positive coping skills to manage significant life events.

* Adapted from The ASCA National Model: A Framework for School Counseling Programs, American School Counselor Association, 2003.

Career Content Standard G:

Students will acquire the self-knowledge necessary to make informed career decisions.

BY THE END OF GRADE 4 STUDENTS WILL:

G.1 Develop the ability to make informed career decisions based on self-knowledge

- G.4.1.1 Give examples of positive personal characteristics (e.g., honesty, dependability, responsibility, integrity, and loyalty).
- G.4.1.2 Discuss and explain behaviors and decisions that reflect interests, likes, and dislikes.

G.2 Develop positive interpersonal skills necessary to be effective in the world of work

- G.4.2.1 Practice positive social skills while interacting with others in a way that is respectful, honest, helpful, and appreciative.
- G.4.2.2 Demonstrate the ability to resolve conflicts peacefully and to negotiate acceptable solutions with an adult's assistance if necessary.

G.3 Integrate personal growth and change into career development

- G.4.3.1 Explain how good nutrition, adequate rest, and physical activity affect energy levels and productivity in school and at work.
- G.4.3.2 Demonstrate the ability to seek assistance (e.g., with problems at school or work) from appropriate resources, including other people.

BY THE END OF GRADE 8 STUDENTS WILL:

G.1 Develop the ability to make informed career decisions based on self-knowledge

- G.8.1.1 Demonstrate individual abilities, strengths, skills, and talents.
- G.8.1.2 Demonstrate knowledge of work values and needs.
- G.8.1.3 Demonstrate positive behaviors and attitudes about the world of work.
- G.8.1.4 Give examples of how behaviors and attitudes affect one's future educational achievement and career success.

G.2 Develop positive interpersonal skills necessary to be effective in the world of work

- G.8.2.1 Demonstrate the ability to work in and across groups by applying teamwork skills in preparation for the world of work.
- G.8.2.2 Demonstrate effective communication skills, including writing, speaking, listening, and nonverbal behavior.

BY THE END OF GRADE 12 STUDENTS WILL:

G.2 Develop positive interpersonal skills necessary to be effective in the world of work

- G.12.2.1 Give examples of how the inclusion of multiple perspectives and experiences of diverse groups enhances learning, personal growth, and career success.
- G.12.2.2 Demonstrate knowledge about, respect for, openness to, and appreciation for diversity based on race, culture, national origin, gender, disability, economic status, religion, sexual orientation, etc.

* Adapted from The National Occupational Information Coordinating Committee: National Career Development Guidelines, 2003.

G.3 Integrate personal growth and change into career development

G.12.3.1 Describe how career plans may be affected by personal growth, external events, and changes in motivations and aspirations.

G.12.3.2 Demonstrate adaptability and flexibility, especially when initiating or responding to change.

G.4 Establish a balance between personal, leisure, community, learner, family, and work activities

G.12.4.1 Identify multiple life roles that are important now and across the lifespan.

G.12.4.2 Identify issues and solutions that promote balance among multiple life roles.

G.12.4.3 Give examples of decisions, factors, and circumstances that affect career choices.

* Adapted from The National Occupational Information Coordinating Committee: National Career Development Guidelines, 2003.

Career Content Standard H:

Students will understand the relationship between educational achievement and career development.

BY THE END OF GRADE 4 STUDENTS WILL:

H.1 Attain educational achievement and performance levels needed to reach personal and career goals

H.4.1.1 Learn to work together in a classroom setting.

H.4.1.2 Acquire age-appropriate employability skills, such as, organizing and problem-solving.

BY THE END OF GRADE 8 STUDENTS WILL:

H.1 Attain educational achievement and performance levels needed to reach personal and career goals

H.8.1.1 Demonstrate an understanding of educational levels (e.g., work-based learning, certificate, two-year, four-year, and professional degrees) and performance skills needed to attain personal and career goals.

H.8.1.2 Demonstrate acquisition of study skills and learning habits that promote educational achievement and work performance.

H.8.1.3 Identify individual learning styles and multiple intelligences and understand how to apply them in different learning and work situations.

H.8.1.4 Demonstrate the ability to use technology to retrieve and manage career information that inspires educational achievement.

H.8.1.5 Develop an individual learning plan to enhance educational achievement and attain career goals.

BY THE END OF GRADE 12 STUDENTS WILL:

H.1 Attain educational achievement and performance levels needed to reach personal and career goals

H.12.1.1 Review and revise an individual learning plan to enhance educational achievement and attain career goals.

H.2 Participate in ongoing, lifelong learning experiences to adapt to and excel in a diverse and changing economy

H.12.2.1 Recognize the importance of lifelong learning to career success in a diverse and changing economy.

H.12.2.2 Recognize that all careers demand and reward self-directed and independent learning.

H.12.2.3 Identify strategies for responding to transition and change with flexibility and adaptability.

H.12.2.4 Identify and appreciate the career benefits of informal (e.g., co-curricular, experiential) learning opportunities.

* Adapted from The National Occupational Information Coordinating Committee: National Career Development Guidelines, 2003.

Career Content Standard I:

Students will employ career management strategies to achieve future career success and satisfaction.

BY THE END OF GRADE 4 STUDENTS WILL:

I.3 Recognize how principles of equal opportunity, equity, respect, inclusiveness, and fairness affect career planning and management

- I.4.3.1 Demonstrate appreciation for one's own cultural background and for the cultural background of others.
- I.4.3.2 Identify similarities and differences among people that are valuable at work and in society.

BY THE END OF GRADE 8 STUDENTS WILL:

I.1 Create and manage an educational and career plan that matches career goals

- I.8.1.1 Use career planning strategies and tools to develop career awareness and a career plan.
- I.8.1.2 Document actions taken to attain short-term and long-term educational and career goals.

I.2 Apply decision-making skills to career planning and development

- I.8.2.1 Recognize and demonstrate the use of various decision-making styles and their effect on career planning.
- I.8.2.2 Give specific examples of how education, work, and family experiences influence career decisions.
- I.8.2.3 Demonstrate the use of information (e.g., about oneself; local, national, and global economic trends; and educational options) to consider in career decisions.
- I.8.2.4 Show how beliefs, culture, work values, personal priorities, and knowledge of the broad range of career opportunities will influence career decisions.

I.3 Recognize how principles of equal opportunity, equity, respect, inclusiveness, and fairness affect career planning and management

- I.8.3.1 Demonstrate openness to exploring and considering a wide range of occupations and career paths, including those that may be considered new or nontraditional for individuals based on gender, race, culture, ability, or other characteristics.
- I.8.3.2 Define how one's own ethnicity, culture, gender, disability, or family traditions may affect career choices and plans.
- I.8.3.3 Demonstrate an acceptance of and respect for other people and their career choices.

I.4 Develop employability skills to gain, maintain, advance in, or transition to a new job or career

- I.8.4.1 Identify skills and how they are transferable from one situation or area of interest to another.

* Adapted from The National Occupational Information Coordinating Committee: National Career Development Guidelines, 2003.

I.5 Access and use current and accurate career information in career planning

- I.8.5.1 Demonstrate the ability to find and use different types of career information resources (i.e., occupational, educational, economic, and employment) to support career planning.
- I.8.5.2 Show how career information has contributed to one's current plans and how it can be used in future plans.
- I.8.5.3 Give examples of how career clusters and pathways can be used in career planning.

BY THE END OF GRADE 12 STUDENTS WILL:

I.1 Create and manage an educational and career plan that matches career goals

- I.12.1.1 Give examples of how individual and/or world of work changes may impact career plans.

I.2 Apply decision-making skills to career planning and development

- I.12.2.1 Give specific examples of how biases and stereotypes (e.g., race, culture, national origin, gender, disability, economic status, religion, sexual orientation, etc.) may affect career decisions.
- I.12.2.2 Give examples of how "chance" might play a role in career decisions.
- I.12.2.3 Give examples of compromises or sacrifices one may have to make in career choices.
- I.12.2.4 Give examples of how factors related to geographic mobility may influence career decisions.

I.3 Recognize how principles of equal opportunity, equity, respect, inclusiveness, and fairness affect career planning and management

- I.12.3.1 Recognize and describe the limiting effects of stereotypes, biases, past discrimination, and unconscious prejudice based on race, culture, national origin, gender, disability, economic status, religion, sexual orientation, or other factors of human difference on career aspirations and plans.
- I.12.3.2 Recognize and identify how specific career information, or potential career information, is out-of-date, incomplete, inaccurate, stereotypical, or discriminatory.
- I.12.3.3 Demonstrate skills or strategies for overcoming barriers or unsupportive responses to one's career goals and plans.
- I.12.3.4 Demonstrate attitudes, behaviors, and skills characterized by fairness, equality, justice, inclusiveness, and civic responsibility that are critical to effective workplaces and communities.
- I.12.3.5 Demonstrate multi-cultural and cross-cultural knowledge, skills, and perspectives (i.e., cultural competence) necessary to participate in a global economy.

* Adapted from The National Occupational Information Coordinating Committee: National Career Development Guidelines, 2003.

I.4 Develop employability skills to gain, maintain, advance in, or transition to a new job or career

- I.12.4.1 Demonstrate job seeking skills, including the ability to create and adapt resumes and cover letters, complete a job application, interview for a job, and network to find and pursue employment leads.
- I.12.4.2 Demonstrate attainment of general employability skills and personal qualities needed to be successful in school and employment (e.g., critical thinking, problem solving, technology literacy, interpersonal skills, honesty, dependability, work-related communication, customer service skills, adaptability, punctuality, managing conflict, resiliency).

I.5 Access and use current and accurate career information in career planning

- I.12.5.1 Identify changes in local, national, and global employment trends, societal needs, and economic conditions related to career planning.
- I.12.5.2 Identify opportunities for self-employment or entrepreneurship in career planning.

* Adapted from The National Occupational Information Coordinating Committee: National Career Development Guidelines, 2003.