

# MCPS Counseling Student Standards

## ACADEMIC DEVELOPMENT

*Enduring Understanding: Academic success depends upon knowledge, skills, strategies, and behaviors that maximize learning.*

**Standard 1: Students will demonstrate that they understand the relationship between academic achievement and future success.**

**Indicator**

By the end of 3 <sup>rd</sup> grade, students will...	By the end of 5 <sup>th</sup> grade, students will...	By the end of 8 <sup>th</sup> grade, students will...	By the end of 12 <sup>th</sup> grade, Students will...
1. identify strategies that contribute to academic achievement.	2. understand the relationship between grades, work-study skills and school program opportunities.	<b>3. demonstrate understanding of how their academic performance affects their proposed 4-year plan and course selection in high school.</b>	<b>4. integrate personal needs, interests, abilities, career goals, and post secondary plans with the four year planning process.</b>

**Standard 2: Students will demonstrate that they can apply study skills, effort, and persistence necessary for academic achievement.**

**Indicator**

By the end of 3 <sup>rd</sup> grade, students will...	By the end of 5 <sup>th</sup> grade, students will...	By the end of 8 <sup>th</sup> grade, students will...	By the end of 12 <sup>th</sup> grade, students will...
1. learn effective study skills for task completion.	2. identify the relationship between efforts, work habits and academic achievement.	3. demonstrate and apply effective study and time management skills for successful academic achievement.	4. maintain effort to overcome obstacles to high school graduation and to achieving post-secondary goals.

**Standard 3: Students will recognize, strategize, and advocate for their learning style, strengths, and needs.**

**Indicator**

By the end of 3 <sup>rd</sup> grade, students will...	By the end of 5 <sup>th</sup> grade, students will...	By the end of 8 <sup>th</sup> grade, students will...	By the end of 12 <sup>th</sup> grade, Students will...
1. identify environmental conditions that promote learning.	2. describe different learning styles and identify personal strengths and needs.	3. will be aware of their unique learning style concerns and strategize how to address them.	4. advocate for assistance and/or opportunities necessary to obtain post-secondary goals.

*NOTE: Text that is bold and in italics is particularly relevant to this toolkit.*

**Standard 4: Students will demonstrate the ability to work both independently and collaboratively.**

**Indicator**

By the end of 3 <sup>rd</sup> grade, students will...	By the end of 5 <sup>th</sup> grade, students will...	By the end of 8 <sup>th</sup> grade, students will...	By the end of 12 <sup>th</sup> grade, students will...
1. identify required skills to work independently and collaboratively.	2. explain how individual responsibilities affect self and others in the completion of group tasks.	3. identify and utilize skills that help develop positive interpersonal relationships necessary for collaborative school work.	4. demonstrate the ability to work independently or collaboratively as dictated by the task.

**PERSONAL DEVELOPMENT**

*Enduring Understanding: Personal responsibility and independence are built upon specific knowledge and skills.*

**Standard 1: Students will demonstrate attitudes, knowledge, skills, and behaviors to help them understand themselves and develop self-respect.**

**Indicator**

By the end of 3 <sup>rd</sup> grade, students will...	By the end of 5 <sup>th</sup> grade, students will...	By the end of 8 <sup>th</sup> grade, students will...	By the end of 12 <sup>th</sup> grade, students will...
1. increase self-awareness and identify areas of strengths and areas for self-improvement.	2. identify ways to use personal strengths and describe ways to facilitate improvement.	3. recognize how personal strengths impact overall school success.	4. apply personal strengths and skills to cope with increasing independence and responsibilities.

**Standard 2: Students will demonstrate making decisions, setting goals, and taking necessary actions to achieve goals.**

**Indicator**

By the end of 3 <sup>rd</sup> grade, students will...	By the end of 5 <sup>th</sup> grade, students will...	By the end of 8 <sup>th</sup> grade, students will...	By the end of 12 <sup>th</sup> grade, students will...
1. learn the steps of the decision-making process.	2. state positive and negative consequences of a decision.	<b><i>3. utilize the decision-making process to establish and meet goals</i></b>	<b><i>4. demonstrate the ability to make decisions about achieving post-secondary goals.</i></b>

*NOTE: Text that is bold and in italics is particularly relevant to this toolkit.*

**Standard 3: Students will demonstrate perseverance and resiliency to adapt to and cope with change and other life challenges.**

**Indicator**

By the end of 3 <sup>rd</sup> grade, students will...	By the end of 5 <sup>th</sup> grade, students will...	By the end of 8 <sup>th</sup> grade, students will...	By the end of 12 <sup>th</sup> grade, students will...
1. identify situations in which they may need help and know where they can get help when needed.	2. identify and explain resiliency skills needed to adapt to change and other challenges.	3. persist in identifying and utilizing resources for academic, personal, social, and health concerns and seek appropriate help when needed.	4. identify symptoms of stress caused by internal and external pressures and select appropriate techniques to deal with stress.

**Standard 4: Students will demonstrate an awareness of the relationship between cognition, emotion, and behavior and be able to express emotions appropriately.**

**Indicator**

By the end of 3 <sup>rd</sup> grade, students will...	By the end of 5 <sup>th</sup> grade, students will...	By the end of 8 <sup>th</sup> grade, students will...	By the end of 12 <sup>th</sup> grade, students will...
1. identify feelings and express them in appropriate ways.	2. recognize and identify how feelings and thoughts impact behaviors.	3. analyze and adjust thought processes that adversely impact feelings and behaviors.	4. manage thoughts, feelings and behaviors to create opportunities for success.

**INTERPERSONAL DEVELOPMENT**

*Enduring Understanding: Interacting respectfully and effectively with others requires both interpersonal and communication skills.*

**Standard 1: Students will be accountable for the consequences of their behavior.**

**Indicator**

By the end of 3 <sup>rd</sup> grade, students will...	By the end of 5 <sup>th</sup> grade, students will...	By the end of 8 <sup>th</sup> grade, students will...	By the end of 12 <sup>th</sup> grade, students will...
1. understand the behaviors that promote positive social interactions.	2. understand that their behavior has an effect on feelings and actions of others.	3. understand how a group affects the individual and how individual behavior affects the group.	4. accept responsibility for their behavior of its consequences.

*NOTE: Text that is bold and in italics is particularly relevant to this toolkit.*

**Standard 2: Students will demonstrate effective verbal/non-verbal communication skills.**

**Indicator**

By the end of 3 <sup>rd</sup> grade, students will...	By the end of 5 <sup>th</sup> grade, students will...	By the end of 8 <sup>th</sup> grade, students will...	By the end of 12 <sup>th</sup> grade, students will...
1. identify verbal and non-verbal ways to communicate.	2. recognize the impact of their verbal and non-verbal communication on others.	3. practice effective verbal and non-verbal strategies to communicate with peers.	4. use effective verbal and non-verbal skills to self-advocate in a variety of interpersonal situations.

**Standard 3: Students will demonstrate skill in managing and resolving conflicts with peers and adults.**

**Indicator**

By the end of 3 <sup>rd</sup> grade, students will...	By the end of 5 <sup>th</sup> grade, students will...	By the end of 8 <sup>th</sup> grade, students will...	By the end of 12 <sup>th</sup> grade, students will...
1. be able to identify and practice different strategies for dealing with teasing or unwanted behavior in an appropriate way.	2. learn systematic approaches for resolving conflicts with others.	3. demonstrate systematic approaches to resolve conflicts with others.	4. be able to apply effective conflict resolution strategies independently and in a variety of settings.

**Standard 4: Students will demonstrate understanding and respect for different cultures, lifestyles, attitudes, and abilities.**

**Indicator**

By the end of 3 <sup>rd</sup> grade, students will...	By the end of 5 <sup>th</sup> grade, students will...	By the end of 8 <sup>th</sup> grade, students will...	By the end of 12 <sup>th</sup> grade, students will...
1. demonstrate cooperative behavior in groups by listening respectfully to each other's ideas, and waiting their turn when necessary.	2. demonstrate empathy by identifying another's problem and offering assistance when appropriate.	3. demonstrate understanding of different cultures, lifestyles, attitudes and abilities.	4. advocate for the respect of others from different cultures, lifestyles, and abilities.

*NOTE: Text that is bold and in italics is particularly relevant to this toolkit.*

## CAREER DEVELOPMENT

*Enduring Understanding: Post-secondary education and career decision making are fostered through the development of career awareness, exploration of career options, and participation in career-related experiences.*

**Standard 1: Students will demonstrate awareness of interests in relation to careers.**

**Indicator**

By the end of 3 <sup>rd</sup> grade, students will...	By the end of 5 <sup>th</sup> grade, students will...	By the end of 8 <sup>th</sup> grade, students will...	By the end of 12 <sup>th</sup> grade, students will...
1. identify interests and abilities.	2. identify interests and abilities that relate to specific career clusters.	<b>3. <i>investigate an area of career interest.</i></b>	<b>4. <i>compare career interests, work values, and personal traits to the skills needed in a variety of careers.</i></b>

**Standard 2: Students will explore various careers.**

**Indicator**

By the end of 3 <sup>rd</sup> grade, students will...	By the end of 5 <sup>th</sup> grade, students will...	By the end of 8 <sup>th</sup> grade, students will...	By the end of 12 <sup>th</sup> grade, students will...
1. identify various careers.	2. explore a variety of career clusters.	<b>3. <i>investigate a variety of careers in relation to knowledge of self.</i></b>	<b>4. <i>investigate, research, and participate in post-secondary career opportunities.</i></b>

**Standard 3: Students will investigate the skills and prerequisites needed for their career choice(s).**

**Indicator**

By the end of 3 <sup>rd</sup> grade, students will...	By the end of 5 <sup>th</sup> grade, students will...	By the end of 8 <sup>th</sup> grade, students will...	By the end of 12 <sup>th</sup> grade, students will...
1. identify different skills necessary for a variety of careers.	2. explain the skills needed for specific skills that interest them.	<b>3. <i>understand the relationship between academic choices and career options.</i></b>	<b>4. <i>identify and use resources necessary for investigating the skills and prerequisites required by their career choices.</i></b>

*NOTE: Text that is bold and in italics is particularly relevant to this toolkit.*

**Standard 4: Students will demonstrate career-planning skills.**

**Indicator**

By the end of 3 <sup>rd</sup> grade, students will...	By the end of 5 <sup>th</sup> grade, students will...	By the end of 8 <sup>th</sup> grade, students will...	By the end of 12 <sup>th</sup> grade, students will...
1. understand the importance of goal-setting.	2. learn how to set goals and to identify the steps needed to achieve them.	<b><i>3 .use the goal-setting process to set initial career goals, that are reflected in the 4-year plan</i></b>	<b><i>4. refine post secondary career goals and initiate steps necessary for achieving them.</i></b>

**HEALTHY DEVELOPMENT**

*Enduring Understanding: Personal safety and optimal physical, intellectual, social, and emotional well being rely on the acquisition of knowledge and the demonstration of healthy practices.*

**Standard 1: Students will understand that they are responsible for choosing healthy practices.**

**Indicator**

By the end of 3 <sup>rd</sup> grade, students will...	By the end of 5 <sup>th</sup> grade, students will...	By the end of 8 <sup>th</sup> grade, students will...	By the end of 12 <sup>th</sup> grade, students will...
1. understand that they can choose between healthy and unhealthy practices.	2. understand how to determine whether a practice is healthy or not.	3. differentiate between situations and practices that promote personal health and those that are high-risk, and choose appropriately.	4. examine personal health choices and reasons for practicing life-long wellness behaviors.

**Standard 2: Students will demonstrate skills and practices that foster personal safety and health.**

**Indicator**

By the end of 3 <sup>rd</sup> grade, students will...	By the end of 5 <sup>th</sup> grade, students will...	By the end of 8 <sup>th</sup> grade, students will...	By the end of 12 <sup>th</sup> grade, students will...
1. identify and demonstrate healthy and safe personal practices.	2. identify and use healthy and safe personal practices with greater independence.	3. demonstrate personal safety practices which may be used to prevent or avoid unsafe or unhealthy situations.	4. integrate safe and healthy practices into daily living.

*NOTE: Text that is bold and in italics is particularly relevant to this toolkit.*

**Standard 3: Students will self-advocate to promote their personal safety and health.**

**Indicator**

By the end of 3 <sup>rd</sup> grade, students will...	By the end of 5 <sup>th</sup> grade, students will...	By the end of 8 <sup>th</sup> grade, students will...	By the end of 12 <sup>th</sup> grade, students will...
1. learn how healthy personal habits affect self and others.	2. learn how to communicate to others about their health and safety needs.	3. explore the interpersonal factors that affect their health and safety and communicate their needs to others when necessary.	4. develop effective self-advocacy skills and apply to maintain life-long health and safety.

**Standard 4: Students will demonstrate that they are aware of the impact of healthy practices on learning.**

**Indicator**

By the end of 3 <sup>rd</sup> grade, students will...	By the end of 5 <sup>th</sup> grade, students will...	By the end of 8 <sup>th</sup> grade, students will...	By the end of 12 <sup>th</sup> grade, students will...
1. understand the relationship between healthy practices and academic success.	2. identify healthy practices contribute which promote academic success.	3. demonstrate an understanding of adolescent health needs and their impact on learning.	4. implement healthy practices that contribute to achieving post-secondary goals.

*NOTE: Text that is bold and in italics is particularly relevant to this toolkit.*