

The Hinsdale Integrated School Counseling Core Curriculum is based on the New Hampshire State Board of Education Minimum Standards for Public School Approval (ED 306.39 School Counseling Program) and the American School Counselor Association (ASCA, 2012) National Model: A Foundation for School Counseling Program (<http://www.schoolcounselor.org/>). The competencies listed in this curriculum were taken directly from *ASCA Mindsets & Behaviors for Student Success: K-12 College- and Career-Readiness Standards for Every Student*, which can be found on the ASCA website listed above. The New Hampshire Standards indicate "...The School Counseling Core Curriculum shall be delivered throughout the school's overall curriculum and be systematically presented by school counselors in collaboration with other professional educators in k-12 classroom and group activities..."

Implementing the Integrated School Counseling Core Curriculum is the responsibility of all teachers, school counselors, administrators and staff in order to teach the competencies to all students through an integrated and collaborative approach. The Integrated School Counseling Core Curriculum is designed to help students develop attitudes and skills to manage their emotions, develop interpersonal skills, and help students achieve in their academic and career endeavors.

**Integrated School Counseling****Mindset Standard:**

Students with certain mindsets are more successful in academic pursuits, career choices, and interpersonal skills.

**21<sup>st</sup> Century Learning Expectations:**

Hinsdale students will communicate through various means.

Hinsdale students will be able to solve problems.

Hinsdale students will take responsibility for their own learning.

Hinsdale students will recognize and demonstrate the importance of whole person wellness.

Hinsdale students will demonstrate technological fluency and adaptability.

Hinsdale students will demonstrate responsibility for their actions and choices.

**Enduring Understanding:**

Having positive psycho-social attitudes or beliefs about oneself in relation to work will directly influence exhibited behaviors that result in success in academics, careers, and interpersonal relationships.

<b>Learning Competencies</b>	<b>Essential Questions</b>
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate a belief in the development of the whole self, including a healthy balance of mental, social/emotional and physical well-being.</li> <li>• Demonstrate self-confidence in their ability to succeed.</li> <li>• Demonstrate a sense of belonging in the school environment.</li> <li>• Understand that postsecondary education and life-long learning are necessary for long-term career success.</li> <li>• Demonstrate a belief in using abilities to their fullest to achieve high-quality results and outcomes.</li> <li>• Exhibit a positive attitude towards work and learning.</li> </ul>	<ul style="list-style-type: none"> <li>• In what ways are students provided with the skills to achieve and demonstrate academic success?</li> <li>• How do students learn what career success looks like?</li> <li>• Why is it important for students to understand that developing consistent study habits is a worthwhile use of student time outside of school?</li> <li>• What are the benefits and barriers to achieving a sense of belonging in the school environment?</li> <li>• How do students engage effectively in a range of collaborative discussions (one-on-one, groups, and adult-led) with diverse partners, building on others' ideas and expressing their own clearly?</li> </ul>

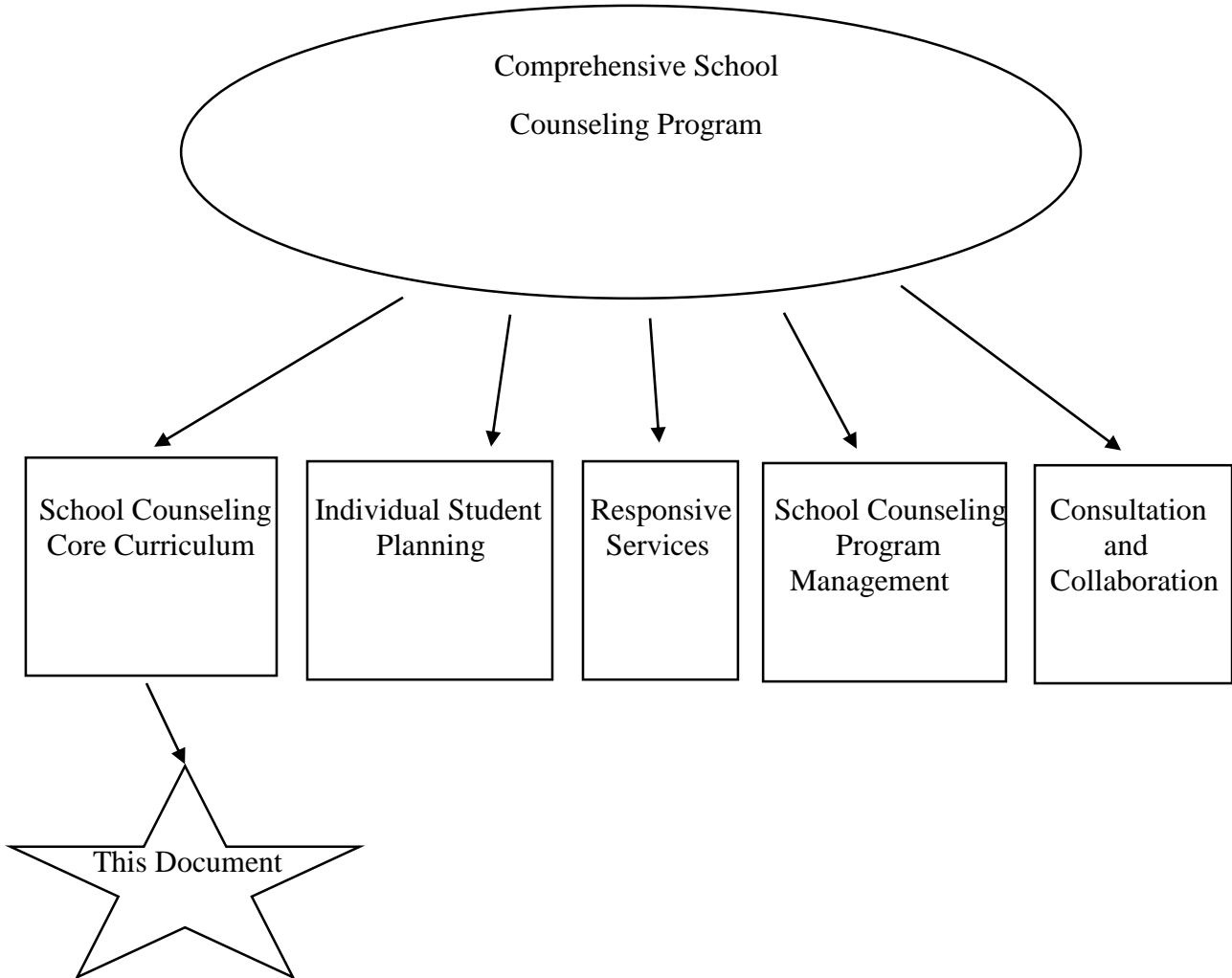
<b>Integrated School Counseling</b>	
<b>Behavior Standard:</b> Learning Strategies- Students will demonstrate processes and tactics to maximize their learning in a school environment.	
<b>21<sup>st</sup> Century Learning Expectations:</b> Hinsdale students will communicate through various means. Hinsdale students will be able to solve problems. Hinsdale students will take responsibility for their own learning. Hinsdale students will demonstrate technical fluency and adaptability. Hinsdale students will demonstrate responsibility for their actions and choices.	
<b>Enduring Understanding:</b> There are many components that people rely on to effectively engage in the work of thinking, learning and remembering.	
<b>Learning Competencies</b>	<b>Essential Questions</b>
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate critical thinking skills to make informed decisions.</li> <li>• Demonstrate creativity.</li> <li>• Use time-management, organizational and study skills.</li> <li>• Apply self-motivation and self-direction to learning.</li> <li>• Apply media and technology skills.</li> <li>• Set high standards of quality.</li> <li>• Identify long-and short term academic, career and social/emotional goals.</li> <li>• Actively engage in challenging coursework.</li> <li>• Gather evidence and consider multiple perspectives to make informed decisions.</li> <li>• Participate in enrichment and extracurricular activities.</li> </ul>	<ul style="list-style-type: none"> <li>• What is the importance of demonstrating the ability to perform successfully in school and in the broader community?</li> <li>• Why is it important for learners to prepare themselves academically to choose from a range of choices following graduation?</li> <li>• How does one acquire skills, knowledge, and attitudes to become responsible citizens, productive workers and lifelong learners?</li> </ul>

<b>Integrated School Counseling</b>	
<b>Behavior Standard:</b> Self-Management Skills- Students prioritize goals towards higher pursuits and use grit or persistence to maintain focus despite obstacles and distractions.	
<b>21<sup>st</sup> Century Learning Expectations:</b> Hinsdale students will be able to solve problems. Hinsdale students will take responsibility for their own learning. Hinsdale students will recognize and demonstrate the importance of whole person wellness. Hinsdale students will demonstrate responsibility for their actions and choices.	
<b>Enduring Understanding:</b> Identifying and prioritizing goals and pursuing them with grit, persistence, and delayed gratification allows students to successfully manage transitions and adapt to changing situations and responsibilities throughout their academic, career, and personal lives.	
<b>Learning Competencies</b>	<b>Essential Questions</b>
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate the ability to assume responsibility.</li> <li>• Demonstrate self-discipline and self-control.</li> <li>• Demonstrate the ability to work independently.</li> <li>• Demonstrate the ability to delay immediate gratification for long-term rewards.</li> <li>• Demonstrate perseverance to achieve long- and short-term goals.</li> <li>• Demonstrate the ability to overcome barriers to their learning.</li> <li>• Demonstrate effective coping skills when they are faced with a problem.</li> <li>• Demonstrate the ability to balance school, home and community activities.</li> <li>• Demonstrate personal safety skills.</li> <li>• Demonstrate the ability to manage transitions and ability to adapt to changing situations and responsibilities.</li> </ul>	<ul style="list-style-type: none"> <li>• How does one prioritize goals when they all seem important or unimportant?</li> <li>• How does one find grit or persistence to continue working towards a difficult goal or a goal that one doesn't believe is important?</li> <li>• How and why might one's goals change over time?</li> <li>• What should one do if a long term goal that has required a lot of grit, persistence, and delayed gratification hasn't been achieved, is no longer the priority, or seems that it needs to change?</li> </ul>

<b>Integrated School Counseling</b>	
<b>Behavior Standard:</b> Social Skills- Students develop personal and interpersonal skills to help them successfully navigate and advocate during collaborative work with diverse groups (peers and adults) in any situation or environment.	
<b>21<sup>st</sup> Century Learning Expectations:</b> Hinsdale students will communicate through various means. Hinsdale students will be able to solve problems. Hinsdale students will take responsibility for their own learning. Hinsdale students will recognize and demonstrate the importance of whole person wellness. Hinsdale students will demonstrate technological fluency and adaptability. Hinsdale students will demonstrate responsibility for their actions and choices.	
<b>Enduring Understanding:</b> Understanding and being able to use effective communication skills and empathy leads to successful collaboration and advocacy in diverse groups in any situation or environment.	
<b>Learning Competencies</b>	<b>Essential Questions</b>
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Use effective oral and written communication skills and listening skills.</li> <li>• Create positive and supportive relationships with other students.</li> <li>• Create relationships with adults that support success.</li> <li>• Demonstrate empathy.</li> <li>• Demonstrate ethical decision-making and social responsibility.</li> <li>• Use effective collaboration and cooperation skills.</li> <li>• Use leadership and team work skills to work effectively in diverse teams.</li> <li>• Demonstrate advocacy skills and ability to assert self, when necessary.</li> <li>• Demonstrate social maturity and behaviors appropriate to the situation and environment.</li> </ul>	<ul style="list-style-type: none"> <li>• What are effective oral and written communication skills?</li> <li>• What skills are needed to create supportive relationships with other students?</li> <li>• How can relationships with adults support success?</li> <li>• What impact will the use of collaboration and cooperation skills have on one's success?</li> <li>• How does advocating by asserting one's self help others?</li> </ul>

Appendices

Appendix A: Comprehensive School Counseling Core Curriculum as part of the Comprehensive School Counseling Program.



This is one part of the School Counseling Program that is required by the State Regulations and Mandates, not the entire program.

Appendix B: Standards with Competencies and Topic Questions.

<p><b>Mindset Standard:</b> Students with certain mindsets are more successful in academic pursuits, career choices, and interpersonal skills.</p>	
<p><b>Learning Competencies</b></p> <p>Students will be able to:</p> <ol style="list-style-type: none"> <li>1. Demonstrate a belief in the development of the whole self, including a healthy balance of mental, social/emotional and physical well-being.</li> <li>2. Demonstrate self-confidence in their ability to succeed.</li> <li>3. Demonstrate a sense of belonging in the school environment.</li> <li>4. Understand that postsecondary education and life-long learning are necessary for long-term career success.</li> <li>5. Demonstrate a belief in using abilities to their fullest to achieve high-quality results and outcomes.</li> <li>6. Exhibit a positive attitude towards work and learning.</li> </ol>	<p><b>Example Topic Questions</b></p> <ol style="list-style-type: none"> <li>1. What are the parts of the “whole self?”</li> <li>2. What does “self-confidence” look like?</li> <li>3. What are the different aspects of the school environment? How does one “belong” and contribute?</li> <li>4. How does learning after high school help with long-term success?</li> <li>5. How does one use his or her abilities to set high standards and achieve high quality outcomes?</li> <li>6. What are some ways to build and maintain a positive attitude?</li> </ol>

**Behavior Standard:**

Learning Strategies- Students will demonstrate processes and tactics to maximize their learning in a school environment.

**Learning Competencies**

Students will be able to:

1. Demonstrate critical thinking skills to make informed decisions.
2. Demonstrate creativity.
3. Use time-management, organizational and study skills.
4. Apply self-motivation and self-direction to learning.
5. Apply media and technology skills.
6. Set high standards of quality.
7. Identify long-and short term academic, career and social/emotional goals.
8. Actively engage in challenging coursework.
9. Gather evidence and consider multiple perspectives to make informed decisions.

**Example Topic Questions**

1. What are critical thinking skills and how are they used when making decisions?
2. What are some creative ways to research and present life-long goals?
3. What are some ways time-management and organizational skills that can help in accomplishing academic, career, and social/emotional goals? What study skills can be employed in managing academic, career, and social/emotional goals?
4. What skills are necessary to apply self-motivation and self-direction to the college and career planning process?
5. How are media and technology used to demonstrate interests and future endeavors? What media and technology skills are critical to one's educational success? How does one use media and technology skills effectively and ethically?
6. What goals can be set to ensure high standards for academic performance by engaging in challenging coursework? Why is it important to demonstrate the ability to perform successfully in school and in the broader community?
7. How can long- and short-term academic, career, and social/emotional goals be identified and developed. Why is education important to one's future?
8. Why is it important for learners to prepare themselves academically to choose from a range of choices following graduation? Why is it important to acquire the skills, knowledge, and attitudes to become responsible citizens, productive workers and lifelong learners?



<p>10. Participate in enrichment and extracurricular activities.</p>	<p>9. How can gathering evidence and considering multiple perspectives inform which coursework and enrichment activities are pursued? How can different pieces of information alter a decision that might be made?</p> <p>10. What enrichment and extracurricular activities will supplement academic endeavors to ensure success in post-secondary planning and employment opportunities?</p>
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**Behavior Standard:**

Self-Management Skills- Students prioritize goals towards higher pursuits and use grit and persistence to maintain focus despite obstacles and distractions.

**Learning Competencies**

Students will be able to:

1. Demonstrate the ability to assume responsibility.
2. Demonstrate self-discipline and self-control.
3. Demonstrate the ability to work independently.
4. Demonstrate the ability to delay immediate gratification for long-term rewards.
5. Demonstrate perseverance to achieve long- and short-term goals.
6. Demonstrate the ability to overcome barriers to their learning.
7. Demonstrate effective coping skills when they are faced with a problem.
8. Demonstrate the ability to balance school, home and community activities.
9. Demonstrate personal safety skills.
10. Demonstrate the ability to manage transitions and ability to adapt to changing situations and responsibilities.

**Example Topic Questions**

1. How does one's responsibilities change from one aspect of his or her life to another?
2. What benefits and what costs does one endure when demonstrating self-discipline and self-control in various goals?
3. What are obstacles to being able to work independently?
4. What types of situations or temptations might cause one person to go off track from achieving a goal?
5. How does the priority level or length of time to achieve a goal change whether the same temptation is more or less powerful?
6. How does one identify barriers to one's learning? How can one sustain the challenges to overcome the barriers?
7. What might one do when faces with unexpected problems or life situations? How can one continue on a goal path when there seems to be many challenges?
8. How can one prioritize goals or make decisions when different aspects of life (school, home, community) all seem of equal importance?
9. What are the benefits for maintaining personal safety? Are there situations where safety skills are not attended to as closely as they should be or where safety is difficult to uphold? Why? Does it change based on the individual person or situation?
10. What kinds of transitions (expected and unexpected) happen over a person's life time? What skills does one need to successfully navigate these transitions?

**Behavior Standard:**

Social Skills- Students develop personal and interpersonal skills to help them successfully navigate and advocate during collaborative work with diverse teams (peers and adults) in any situations.

<b>Learning Competencies</b>	<b>Example Topic Questions</b>
<p>Students will be able to:</p> <ol style="list-style-type: none"><li>1. Use effective oral and written communication skills and listening skills.</li><li>2. Create positive and supportive relationships with other students.</li><li>3. Create relationships with adults that support success.</li><li>4. Demonstrate empathy.</li><li>5. Demonstrate ethical decision-making and social responsibility.</li><li>6. Use effective collaboration and cooperation skills.</li><li>7. Use leadership and team work skills to work effectively in diverse teams.</li><li>8. Demonstrate advocacy skills and ability to assert self, when necessary.</li><li>9. Demonstrate social maturity and behaviors appropriate to the situation and environment.</li></ol>	<ol style="list-style-type: none"><li>1. What is effective oral and written communication? What are effective listening skills? What role does communication play in collaboration? Why do we communicate with others? Does one's way of communicating change based on the other person or situation?</li><li>2. What skills are needed to create supportive relationships with other students? What parameters exist around relationships with others? What makes a seemingly supportive relationship unhealthy?</li><li>3. How can relationships with adults support success? What should one do if the adult's thoughts on success are different from one's own?</li><li>4. How does empathy help to navigate and advocate during collaborative work?</li><li>5. What are ethics and social responsibility? What would happen if people chose to or not to use ethical decision-making and social responsibility?</li><li>6. What impact will the use of collaboration and cooperation skills have on one's success?</li><li>7. What skills does one need to be a leader? What challenges might one face when working in a diverse group?</li><li>8. How does advocating by asserting one's self help others?</li><li>9. What skills does one need to show social maturity? How does the situation or environment change how one might act or what one might say?</li></ol>

## Appendix C: Helpful Links

The New Hampshire State Board of Education Minimum Standards for Public School Approval (ED 306.39 School Counseling Program) does not include the K-12 Career Development Curriculum Framework in the description of what the Comprehensive School Counseling Program includes. However, the K-12 Career Development Curriculum Framework is listed on the New Hampshire Department of Education website. Here is a link to the document on the website.

[http://education.nh.gov/career/guidance/nh\\_career\\_dev.htm](http://education.nh.gov/career/guidance/nh_career_dev.htm)

Hinsdale School District believes that Social Emotional Learning (SEL) is important for our students. One way that we can support SEL is by implementing programs such as Second Step and School Connect. They have extensive scope and sequences that outline how the standards can be taught and met through age and ability appropriate lessons at each grade level.

<http://www.cfchildren.org/second-step>

<http://www.school-connect.net/>