



**Pine Grove Area**  
SCHOOL DISTRICT

**Guidance**

**6<sup>th</sup> Grade**

**BOARD APPROVED AUGUST 2007**

## **I. PHILOSOPHY**

The philosophy of the guidance curriculum is to promote and enhance all students learning through academic development, career development, personal /social development. The counseling program is proactive and preventive in focus. The activities are designed to enhance academics, provide career awareness, and encourage self-awareness. Our purpose is to implement programs so that students can develop specific skills and experience learning opportunities to become successful citizens. Our mission is to guarantee all students receive guidance services that are comprehensive in scope and developmental in nature so they achieve success in school and develop into contributing members of society.

## **II. CORE CONCEPTS**

1. Career Planning Portfolios - Updating and maintaining a portfolio to acquire self-knowledge in order to achieve career goals
2. Developing Career Awareness - Become aware of abilities, skills, interests and how they relate to career goals
3. Developing Career Exploration - Become aware of the various ways careers are classified and demonstrate knowledge of career planning process
4. Decision-Making Skills - Ability to understand consequences of decisions and choices and know when peer pressure is influencing a decision
5. Goal Setting - Ability to identify long and short-term goals and ways to achieve those goals
6. Interpersonal Skills - Ability to respect and appreciate individual differences while learning to make and keep friends
7. Self-Knowledge - Ability to identify values, attitudes, and beliefs, through development of a positive self-concept
8. Conflict Management Skills - Ability to resolve conflicts peacefully

### **III. COURSE OF STUDY**

A. Course Name: Guidance

B. Grade Level: Sixth Grade

C. Length of Course: 6 Sessions

1. Frequency: Once a Week

2. Duration: 42 Minutes

D. Academic Level: Sixth

E. Credits: 0

F. Prerequisites: None

G. Course Description: The 6<sup>th</sup> grade curriculum will introduce students to career awareness and exploration. They will understand their interests and abilities, learn decision – making, goal setting, and conflict resolution skills. Students will also acquire interpersonal skills and maintain a career planning portfolio.

IV. CONTENT: Guidance Grade 6

CORE CONCEPT 1: Career Planning Portfolio

MAJOR OBJECTIVE: Updating and maintaining a portfolio to acquire self-knowledge in order to achieve career goals

<b>CURRICULUM STANDARD:</b>			
National Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p><b>PA Standard C-B 2.5</b> Maintain a career planning portfolio</p>	<p>Counselor will guide student to:</p> <p>Conduct interviews with students to update career portfolios and compare to grade 5 responses</p> <p>Complete a large group career awareness activity and complete interest survey artifact for portfolio and compare to grade 5 responses</p>	<p>Counselor evaluation of:</p> <p>Student's self-assessment of portfolio update and comparisons</p> <p>Student's oral responses and successful portfolio completion</p> <p>Student's written responses contained in artifact</p>	<p>PHEEA</p> <p>Internet/computer</p> <p>Books/videos</p>

CONTENT: Guidance Grade 6

CORE CONCEPT 2: Developing Career Awareness

MAJOR OBJECTIVE: Become aware of abilities, skills, interests, and how they relate to career goals

**CURRICULUM STANDARD:**

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<b>PA Standard C:A1.3</b> Students will develop an awareness of personal abilities, skills, interests and motivations	Counselor will guide student to:  Complete interest survey and relate it to career goals  Be interviewed and asked to summarize personal strengths and abilities	Counselor evaluation of:  Student's self-assessment of interest survey results  Student responses on interest survey results and oral summaries	PHEEA  Internet/computer  Books/videos

CONTENT: Guidance Grade 6

CORE CONCEPT 3: Developing Career Exploration

MAJOR OBJECTIVE: Become aware of the various ways careers are classified and demonstrate knowledge of career planning process

**CURRICULUM STANDARD:**

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p><b>PA Standard C:A1.2</b> Students will learn about a variety of traditional and non-traditional occupations</p>	<p>Counselor will guide student to:</p> <p>Participate in class discussion and group activity to explore a variety of occupations</p> <p>Give examples of traditional and non-traditional roles evident in society today</p> <p>Work in small groups to brainstorm male and female roles to determine if gender- role stereotyping is reflected in their choices</p>	<p>Counselor evaluation of:</p> <p>Student responses during class discussion</p> <p>Student assessment of oral responses in small groups to determine if they are influenced by gender-role stereotyping</p>	<p>Healthy Lifestyles Curriculum</p> <p>PHEEA</p> <p>Internet/computer</p> <p>Books/videos</p>
<p><b>PA Standard B1.4</b> Students will know the various ways in which occupations are classified</p>	<p>Counselor will guide student to:</p> <p>Review knowledge of career clusters</p>	<p>Counselor evaluation of:</p> <p>Student participation in review activity</p> <p>Student knowledge of career clusters</p>	<p>PHEEA</p> <p>Internet/computer</p> <p>Books/videos</p>

CONTENT: Guidance Grade 6

CORE CONCEPT 4: Decision-Making Skills

MAJOR OBJECTIVE: Ability to understand consequences of decisions and choices and know when peer-pressure is influencing a decision

<b>CURRICULUM STANDARD:</b>			
State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<b>PA Standard A1.5</b> Students will learn to make decisions	Counselor will guide student to:  Through lecture and discussion students will learn developmental stages in which we make decisions regarding interpersonal relationships and how those decisions can affect planning for the future	Counselor evaluation of:  Student responses during group discussion  Student's ability to make healthy decisions	Healthy Lifestyles Curriculum  PHEEA  Internet/computer  Books/videos
<b>PA Standard A2.6</b> Students will use effective communication skills	Counselor will guide student to:  Participate in communication activity something  Discuss ways in which effective communication can assist you in decision-making  Demonstrate and evaluate the types of communication including verbal, non-verbal and written communication	Counselor evaluation of:  Student responses during partner activity  How effective communication was during activity  Student communication skills with individuals and groups	Healthy Lifestyles Curriculum  PHEEA  Internet/computer  Books/videos

CONTENT: Guidance Grade 6

CORE CONCEPT 5: Goal-setting

MAJOR OBJECTIVE: Ability to identify long and short-term goals and ways to achieve those goals

**CURRICULUM STANDARD:**

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<b>PA Standard B1.9</b> Identify long and short-term goals	Counselor will guide student to:  Identify long and short-term goals in interviews with counselor and compare and contrast to last year goals	Counselor evaluation of:  Appropriate goal setting in student written plans  Student's self-assessment of achievement and/or progress towards set goals	PHEEA  Internet/computer  Books/videos
<b>PA Standard C:A1.6</b> Students will learn to set goals	Counselor will guide student to:  Complete an activity to learn how to establish goals and the effort that must be given to reach them  Identify factors that may get in the way of goals such as teen pregnancy, drugs and alcohol, etc	Counselor evaluation of:  Group discussion and student understanding of factors that get in the way of goals  Student's knowledge of factors that get in the way of goals	Healthy Lifestyles Curriculum  PHEEA  Internet/computer  Books/videos

CONTENT: Guidance Grade 6

CORE CONCEPT 6: Interpersonal Skills

MAJOR OBJECTIVE: Ability to respect and appreciate individual differences while learning to make and keep friends

**CURRICULUM STANDARD:**

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p><b>PA Standard A2.2</b> Recognize, accept, respect and appreciate individual differences</p>	<p>Counselor will guide student to:</p> <p>Engage in group discussion to explore means to prevent, control, and correct bullying</p> <p>Engage in class discussion to identify reasons why someone may be bullied</p>	<p>Counselor evaluation of:</p> <p>Student responses during group discussion</p> <p>Student’s increased sensitivity to accepting differences and assisting with the prevention of bullying</p>	<p>Healthy Lifestyles Curriculum</p> <p>PHEEA</p> <p>Internet/computer</p> <p>Books/videos</p>
<p><b>PA Standard A2.1</b> Students will recognize that everyone has rights and responsibilities</p>	<p>Counselor will guide student to:</p> <p>Learn strategies they can use if someone is bullying them</p>	<p>Counselor evaluation of:</p> <p>Student’s knowledge and application of strategies</p> <p>An assessment indicating a decrease in the amount of bullying cases in the guidance office</p>	<p>Healthy Lifestyles Curriculum</p> <p>PHEEA</p> <p>Internet/computer</p> <p>Books/videos</p>
<p><b>PA Standard C1.2</b> Students will learn about the relationship between rules, laws, safety, and protection of individual rights</p>	<p>Counselor will guide student to:</p> <p>Engage in class discussion to investigate the definition of sexual harassment and what to do if they are being sexually harassed</p> <p>Review sexual harassment policy in student handbooks</p>	<p>Counselor evaluation of:</p> <p>Group discussion and student responses regarding definition of sexual harassment and steps that can be taken to deal with it</p>	<p>Student Handbook</p> <p>PHEEA</p> <p>Internet/computer</p> <p>Books/videos</p>

CONTENT: Guidance Grade 6

CORE CONCEPT 6: Interpersonal Skills

MAJOR OBJECTIVE: Ability to respect and appreciate individual differences while learning to make and keep friends

**CURRICULUM STANDARD:**

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<b>PA Standard C1.3</b> Students will learn the difference between appropriate and inappropriate comments and physical contact and identify resource people in the school and community, and know how to seek help	Counselor will guide student to:  Take true/false pre-tests and discuss case-studies	Counselor evaluation of:  Student responses during group discussion  A decrease in the amount of sexual harassment cases seen in the guidance office	PHEEA  Internet/computer  Books/videos

CONTENT: Guidance Grade 6

CORE CONCEPT 7: Self-Knowledge

MAJOR OBJECTIVE: Ability to identify values, attitudes, beliefs, through development of a positive self-concept

**CURRICULUM STANDARD:**

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<b>PA Standard A1.1</b> Students will develop a positive attitude toward self as a unique and worthy person	Counselor will guide student to:  Participate in values voting activity to identify feelings related to attitudes towards drug and alcohol use, cheating, stealing, etc.  Orally defend their position to the class during value voting activity	Counselor evaluation of:  Student participation in voting activity and oral responses	PHEEA  Internet/computer  Books/videos

CONTENT: Guidance Grade 6

CORE CONCEPT 8: Conflict Management Skills

MAJOR OBJECTIVE: Ability to resolve conflicts peacefully

**CURRICULUM STANDARD:**

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p><b>PA Standard C:C2.2</b> Students will learn to use conflict management skills with peers and adults</p>	<p>Counselor will guide student to:</p> <p>Work in groups to explore feelings related to conflict and formulate strategies to diffuse conflict</p> <p>Work in small groups to evaluate various conflict situations and decide on appropriate solutions</p> <p>Review Peer Mediation process and be encouraged to use the service</p>	<p>Counselor evaluation of:</p> <p>Class discussion responses and student participation</p> <p>Student development of appropriate solutions for conflict scenarios</p> <p>Increase in the number of peer mediations</p>	<p>Healthy Lifestyles Curriculum</p> <p>Peer Mediation</p> <p>PHEEA</p> <p>Internet/computer</p> <p>Books/videos</p>

**V. EXPECTED LEVELS OF ACHIEVEMENT**

Achievement levels for guidance will not be calculated as a report card grade. These concepts will be assessed by teacher, counselor and parent observation of student participation, cooperation, and knowledge acquired and demonstrated during the various activities.