



*Christina Comprehensive School Counseling Program:
Reaching Tomorrow by Teaching Today*

Middle School Pacing Guide: District Wide 6-8 School Counseling Activities, Events, and Lessons

| Dates/Duration | Activity/Program | Grade Level(s) | Standard Competency | School Improvement Goals | Benchmark/Goal | Evaluation |
|-----------------------|--|-----------------------|--|---------------------------------|---|---|
| August; 1 Lesson | 6 th Grade Orientation | 6 | A:A1.5; A:A2.3; A:B2.1; PS:A1.4-5; PS:A1.9; PS:A1.11; PS:A2.1-2; PS:A2.7; PS:C1.2; PS:C1.5-6; | Community Engagement | Parents and students will understand the expectations of the middle and high school program, have the opportunity to meet teachers from the 6 th grade, and be provided with resources for assistance if academic or personal concerns arise; | % of the students represented by parent attendance; NAEP or other survey data related to parent's knowledge of resources available at the school; |
| August/ September | Communication to Parents | 6-8 | A:A1.5; A:A2.3; A:B2.1; PS:A1.4-5; PS:A1.9; PS:A1.11; PS:A2.1-2; PS:A2.7; PS:C1.2; PS:C1.5-6; | Community Engagement | Parents will understand the role of the counselor; the student and parent's responsibility for seeking help, and the process for asking for help; Parents will also be given tips on helping their students deal with issues related to grade level transition; | Documentation of activity or correspondence used to communicate with parents; Surveys with regard to the school counseling program may also be used to assess the effectiveness of this activity; |
| August/ September | Orientation Activity <i>*May be done at grade level assemblies or through individual classroom visits</i> | 6-8 | A:A1.5; A:A2.3; A:B2.1; PS:A1.4-5; PS:A1.9; PS:A1.11; PS:A2.1-2; PS:A2.7; PS:C1.2; PS:C1.5-6; | Safe and Orderly Environment | Students will understand the role of the counselor, the student's responsibility for seeking help, and the process for asking for help; students will learn coping strategies for dealing with various issues related to grade level transitions; | Pre-post survey, written activities, or other documentation to support student understanding |
| Ongoing | Character Education/Bully Prevention <i>*This may be done in conjunction with the school climate committee in each building</i> | 6-8 | A:A1.1; A:A1.5; C:C2.2-3; PS:A1.1; PS:A1.5-11; PS:A2.1-8; PS:B1.1-8; PS:B1.10; PS:C1.2-11; | Safe and Orderly Environment | To help students develop the skills necessary to make good choices with regard to personal safety and wellness including the knowledge of how to support positive behaviors in others, and to resolve conflicts peacefully. | Annual data will be tracked for incident referrals directly related to the areas addressed in the character education/bully prevention program |



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| Ongoing | Diversity and Multi-Cultural Awareness | 6-8 | A:C1.2; A:C1.5; C:A2.5; C:B1.7; C:C1.6; PS:A1.1-2; PS:A1.5-8; PS:A1.10-12; PS:A2.2-5; PS:A2.8; PS:C1.2; PS:C1.6; PS:C1.9; | Safe and Orderly Environment | Students and staff will develop the skills needed to appreciate individual differences, recognize the value of a diverse society, and develop strong social relationships in a multi-cultural environment; | Pre-Post Survey Results, school wide survey results related to school climate and diversity (e.g. NAEP); % change in disciplinary referrals for minority students; |
| 2 Lessons Annually | Career Cruising: School Subjects in Careers and the Workplace | 6 | A:A1.3; A:A1.5; A:A3.2-3; A:B1.1-7; A:B2.1-7; A:C1.1-6; C:A1.1-7; C:A2.1-5; C:A1.7-9; C:B1.1-8; C:B2.1; C:B2.4; C:C1.1-7; C:C2.1; C:C2.3; | Academic Achievement | Students will develop an improved understanding of how school subjects relate to careers and the workplace using both print and technology based resources; Students will understand the impact of education on post high school options; Students will recognize opportunities for and the link between enrichment and post high school options; | Increase in % of students taking high school level courses in 7 th grade; Increase in % of students participating in enrichment activities; Identification of a minimum of 1 career of interest related to school subjects; Evaluation of written responses to activity based prompts. |
| 2-3 Lessons Annually | Career Cruising: Career Interests and Clusters | 7 | A:A1.3; A:A1.5; A:A3.2-3; A:B1.1-7; A:B2.1-7; A:C1.1-6; C:A1.1-8; C:A2.1-5; C:A1.7-9; C:B1.1-8; C:B2.1; C:B2.4-5; C:C1.1-7; C:C2.1; C:C2.3; PS:C1.1; | Academic Achievement | Students will explore the relationship between interests and post high school options using both print and technology based resources; Students will develop an understanding of the impact high school career pathways have on post-high school options; Students will recognize opportunities for and the link between enrichment and post-high school options; | Increase in % of students taking high school level courses in 8 th grade; Increase in % of students participating in enrichment activities; Completion of Part I of the Career Matchmaker survey; Identification of at least two careers of interest and a career cluster; |
| 3 Lessons Annually | Career Cruising: High School Planning | 8 | A:A1.3; A:A1.5; A:A3.2-3; A:B1.1-7; A:B2.1-7; A:C1.1-6; C:A1.1-10; C:A2.1-5; C:A1.7-9; C:B1.1-8; C:B2.1-5; C:C1.1-7; C:C2.1; C:C2.3; PS:C1.1; | Academic Achievement | Students will use print and technology resources to acquire knowledge about the credits required for high school graduation, identify short and long term goals for high school and post-high school plans, and identify careers related to areas of interest and skill; | Completion through Part II of the Career Matchmaker survey; Completed Student Success Plan for each student documenting planned high school coursework and identified post-secondary plans which shall be maintained electronically; |



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| 1-3 Lessons Annually | Social Skills: Attitudes and Perceptions | 6 | A:A1.1-5; A:A3.1; PS:A1.1-2; PS:A1.4-12; PS:A2.1-8; PS:B1.7; PS:C1.2-11; | Safe and Orderly Environment | All students in grade 6 will acquire the knowledge of the attitudes and perceptions necessary for success both personally and academically in middle school. Students will be able to identify resources for assistance when personal and/or academic issues may arise. | Pre-Post Surveys; Overall % of 6 th grade students committing Code of Conduct violations; % reduction in months following Lessons |
| 1-3 Lessons Annually | Social Skills: Decision Making | 7 | A:A1.1-5; A:A3.1; A:B1.2; A:C1.5-6; C:C2.2-3; PS:A1.1-12; PS:A2.1-8; PS:B1.1-12; PS:C1.2-11; | Safe and Orderly Environment | All students in grade 7 will acquire the skills to make informed decisions with regard to their choices in various social situations including conflicts, safety issues, and peer relations. | Pre-Post Surveys; % of 7 th grade students involved in conflict related Code of Conduct violations; % reduction in months following Lessons; |
| 1-3 Lessons Annually | Social Skills: Coping with Anger, Frustration, and Depression | 8 | A:A1.1-5; A:A3.1; A:B1.2; A:C1.5-6; C:C2.2-3; PS:A1.1-12; PS:A2.1-8; PS:B1.1-12; PS:C1.2-11; | Safe and Orderly Environment | All students in grade 8 will acquire positive coping skills to deal with anger, frustration, and depression; Students will have a knowledge of resources available for assistance with these issues; | Pre-Post Surveys; % of 8 th grade students involved in anger related Code of Conduct violations; % reduction in months following Lessons; |
| 1-2 Lessons Annually | Test Anxiety Strategies | 6-8 | A:A1.1; A:A1.4-5; A:A2.1-2; A:A2.4; A:B1.2-3; A:B1.6; A:C1.1; PS:A1.1; PS:A1.10; PS:B1.1; PS:B1.11; | Academic Achievement | Students will acquire the skills to cope with test anxiety and the ability to use proven strategies to improve test performance. | Pre-Post Survey Results; % increase in MAP and DSTP test results; |
| Immediately following 1 st marking period interims; Second marking period mid-year grades, and third marking period grades; | Monitor Academic Progress: Individual meetings with students at risk of failing 2 or more academic subjects when marking period interims are issued | 6-8 | A:A.1.1-5; A:A2.1-4; A:A3.1; A:B1.3-7; A:B2.5-6; A:C1.1; A:C1.5-6; C:A2.7; C:C1.1; PS:A1.1; PS:A1.3-4; PS:A1.6; PS:A2.6-7; PS:B1.1-3; PS:B1.5; PS:B1.9-12; | Academic Achievement | Students will acquire the knowledge and skills necessary to evaluate their academic performance, develop a plan of action to address academic deficiencies, and set benchmarks to track their progress | % of impacted students who improve their grade to a "C" or better at the next grading period; |



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| January/ February | Class Presentations for Registration | 8 | A:B1.4-5; A:B2.4; A:B2.6-7; A:C1.4-6; C:A1.7-8; C:B1.1; C:B2.1; C:B2.4; C:C1.1; C:C2.1; PS:A1.2; PS:A1.6; PS:A1.9; PS:A1.10; PS:A2.3; PS:A2.6-7; PS:B1.7-9; PS:B1.11: | Academic Achievement | All students in grade 8 will acquire knowledge of coursework in academic, Career Pathways, and elective areas and course options for the high school they will be going to the following school year | % of the student body who is a participant in at least one of the following programs: AP, Honors, AVID, Career Pathways, |
| February/March | Course Registration: Individual Conferences for all students <i>*Parent notification to this conference is required, it is encouraged that schools invite the parents to attend;</i> | 8 | A:A1.1-3; A:A3.3; A:B1.1; A:B14-5; A:B2.1-7; A:C1.1; A:C1.3-6; C:A1.7-8; C:B1.1-3; C:B2.2; C:B2.4; C:C1.1-2; C:C2.1; PS:A1.3; PS:A1.10; PS:B1.2; PS:B1.9; PS:B1.12; | Academic Achievement | Students will demonstrate an understanding of the link between academics and post-secondary options by selecting challenging coursework which supports both their short and long term college and career goals | % of students in Honors courses in relation to the number of students whose test scores show they have potential for these; Advanced level math course enrollment totals; Career Pathway enrollment totals; |
| May | Summer School Registration <i>*Based upon district summer school guidelines and funding</i> | 6-8 | A:A1.4-5; A:A2.3; A:A3.1; A:B1.1; A:B1.3-4; A:B2.5-6; A:C1.1; A:C1.4-6; C:A1.7; C:B1.1; C:C1.1; PS:A1.4; PS:A2.1; PS:B1.1-3; PS:B1.10 | Academic Achievement | Students will recognize the value of academic coursework and its importance in success in life; Students will seek alternative solutions to resolve problems by enrolling in appropriate coursework to recover credits failed in day school | % of potential summer school seats vs. number of students enrolled in summer school; Total number of students enrolled in summer school for a failed course; |



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Middle School Supplementary Activities (provided as needed in schools with identified needs in these areas)

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| Ongoing | Conflict Mediation | 6-8 | PS:A1, PS:A2 | Safe and Orderly Environment | Students will learn how to assess and resolve conflicts through the use of discussion and non-threatening forms of non-verbal communication; | % of mediated disputes which do not result in further disciplinary action; |
| August/September | PBS Orientation | 6-8 | A:A3.1-2; C:C2.2-3; PS:A1.6-9; PS:A2.1-2; PS:A2.3-4; PS:A2.6; PS:B1.2-3; PS:B1.7; PS:C1.3; PS:C1.5-7; | Safe and Orderly Environment | Students will understand PBS core values and principles; Schools will develop a training video for future use with students; | % Reduction in disciplinary referrals as compared to prior school years |
| October/November | High School Opportunities Movie | 8 | A:A1-3; A:B1.7; A:B2.6; A:C1.1-6; C:A1.1, C:A1.3; C:B1-2; C:C1-2; PS:A1; PS:A2.3-4; PS:A2.6-8; PS:B1; PS:C1; | Academic Achievement | Students will understand high school rules and expectations, programs, offerings, and opportunities; | % of students matriculating from district middle schools to district high schools; % of change in vocational education course enrollment; |
| November | Milestones In My Life | 6-8 | A:A2, A:B2.1-7; C:A1.1-7; | Academic Achievement | Students will identify the most important milestone they are working toward, which milestone best shows physical growth, intellectual growth, and emotional growth, and the one most "mentioned" goal; | Completion of AVID activity worksheets and student articulation of goals in their Individualized Learning Plan; |
| Any | Bully Prevention Training for Teachers | 6-8 | A:A1.1; A:A1.5; C:C2.2-3; PS:A1.1; PS:A1.5-11; PS:A2.1-8; PS:B1.1-8; PS:B1.10; PS:C1.2-11; | Safe and Orderly Environment | Teachers will take ownership for bully prevention through knowledge of bully prevention strategies; Teachers will acquire the skills to recognize and stop bullying in their classroom; | % reduction in bullying incidents school wide; |
| Any | Positive & Negative Peer Pressure | 9-12 | PS:A1.1-8; PS:A2.1-3; PS:A2.6-7; PS:B1.1-3; PS:B1.5; PS:B1.7; PS:C1.2; PS:C1.5-11; | Safe and Orderly Environment | Students will learn and practice strategies for recognizing and coping with both positive and negative peer pressure; | In class demonstration and discussion of strategies to resist peer pressure. |