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SCHOOL COUNSELING ESSENTIAL LEARNINGS CROSSWALK

Introduction

All learning is integrated. Try as we might to build “educational silos” in our schools through funding, curriculum, and age-related separation, we cannot separate the diverse areas within instructional content and process. Indeed, we should not segregate; we should integrate, since integration is the way of the natural world and the “real world” outside of schools. Not only is integrated education an efficient model of reality; it is also a profoundly effective model for learning and teaching.

One area that exemplifies the potential for integration is the school counseling program. The model program has four interrelated dimensions:

- Student planning
- System support
- Responsive services
- Curriculum

These four areas cross all territories of the school. Student planning assists all learners in structuring on-going academic decisions and correlates them with career awareness, exploration and planning. System support provides staff, administration, students, parents and community the help in promoting and maintaining a healthy learning environment. Responsive services provide the interventions that will return the student, staff member and/or parent to a state of mind conducive to learning and growing. The curriculum delivers the relevant content, both knowledge and process, that fosters integration throughout the curricula of the school.

Within the school counseling curriculum are four interrelated content areas:

- Academic
- Career
- Social
- Personal

Each is connected to the other for the learner and for the counselor/teacher. Students study various curricular content, and as they progress through school, the decision as to what they study shifts from the teacher to the learners. One of the results of this vast amount of knowledge and skills is the evolution of a career decision. This learning takes place within the context of a social environment and students must learn to function in a healthy manner with their peers, teachers and support staff. And finally, students bring their individual selves into this experience, their interests, their aptitudes, their attitudes, their values and beliefs, and their hopes and dreams. Each area literally cannot be separated from the others, just as each so-called curricular area within a school cannot be completely differentiated.

Therefore, as school counselors develop or revise their school counseling programs, they must examine the standards and essential learnings in the other curricular areas to ferret out commonalities. The Nebraska School Counseling Guide provides a process called “Curriculum Mapping” to assist counselors in communicating with their teachers in order to find those common outcomes. In turn, teachers must communicate with school counselors when developing or revising their curricular areas. This information provides the knowledge needed to make informed decisions. Is the content taught in another area? When is it taught? How is it taught? Are there gaps in the learning? Are there redundancies? Are these duplications intentional? Without the Curriculum Mapping process, curricular planning is hit-and-miss; learning is inefficient; and students lose out on precious learning opportunities.

Curriculum Crosswalking.

The following is a draft attempt to crosswalk the standards within the four core areas (reading/writing, mathematics, social studies and science) and the essential learnings from twelve other curricular areas with the essential learnings from school counseling. Keep in mind that this matching is for the Nebraska State standards and essential learnings. The most functional crosswalk is within a local school district.

FL	Foreign Language	VPA	Visual & Performing Arts
AE	Agricultural Education	BE	Business Education
FCS	Family & Consumer Science	HW	Health & Wellness
ITE	Industrial Technology Education	ME	Marketing Education
R/W	Reading & Writing	M	Mathematics
SS/H	Social Studies & History	S	Science
SC	School Counseling	CE	Character Education

ACADEMIC ESSENTIAL LEARNINGS**LINK TO L.E.A.R.N.S.**

SC2.1 The learner will acquire confidence, competence, knowledge and skills that contribute to becoming an effective life-long learner.

- ❖ FL K12.5.1 Students apply language skills and cultural knowledge within and beyond the school setting.
- ❖ R/W1.1.5 By the end of first grade, students will respond to literature.
- ❖ R/W4.1.4 By the end of fourth grade, students will locate, access and evaluate resources to identify appropriate information.
- ❖ R/W4.4.1 by the end of fourth grade, students will gain information or complete tasks by listening.
- ❖ R/W8.1.2 By the end of eighth grade, students will locate, access and evaluate resources to identify appropriate information.
- ❖ R/W8.2.5 By the end of eighth grade, students will use self-generated questions, note-taking, summarizing and outlining to enhance learning.
- ❖ R/W8.3.1 By the end of eighth grade, students will pose questions and contribute their own information or ideas in class discussions in order to acquire new knowledge.
- ❖ R/W12.2.5 By the end of twelfth grade, students will use self-generated questions, note-taking, summarizing and outlining to enhance learning.
- ❖ R/W12.3.1 By the end of twelfth grade, students will pose questions and contribute their own information or ideas in class discussions in order to acquire new knowledge.

ACADEMIC ESSENTIAL LEARNINGS	LINK TO L.E.A.R.N.S.
<p>SC2.1 The learner will acquire confidence, competence, knowledge and skills that contribute to becoming an effective life-long learner. (continued)</p>	<ul style="list-style-type: none"> ❖ M12.2.2 By the end of twelfth grade, students will justify the reasonableness of solutions. ❖ M12.4.7 By the end of twelfth grade, students will apply deductive reasoning to arrive at valid conclusions. ❖ M12.5.1 By the end of twelfth grade, students will apply sampling techniques to gather data, organize, display and interpret data to solve complex problems. ❖ S1.2.1 By the end of first grade, students will develop the abilities need to do scientific inquiry ❖ .S4.1.2 By the end of fourth grade, students will develop an understanding of evidence, models and explanations
<p>SC2.2 The learner will complete school with the academic preparation essential to choose from a wide range of postsecondary options.</p>	<ul style="list-style-type: none"> ❖ R/W4.2.5 By the end of fourth grade, students will use self-generated questions, note-taking, summarizing and outlining to enhance learning ❖ R/W4.3.1 By the end of fourth grade, students will pose questions and contribute their own information or ideas in group discussions in order to acquire new knowledge. ❖ R/W8.1.7 By the end of eighth grade, students will interpret the meaning of literary works, Nonfiction, films and media by using different analytic techniques. ❖ R/W8.4.1 By the end of eighth grade, students will apply listening skills in a variety of settings

ACADEMIC ESSENTIAL LEARNINGS		LINK TO L.E.A.R.N.S.
SC2.2 The learner will complete school with the academic preparation essential to choose from a wide range of postsecondary options. (Continued)	<ul style="list-style-type: none"> ❖ R./W12.1.2 By the end of twelfth grade, students will locate, access, and evaluate resources to identify appropriate information. ❖ R/W12.4.1 By the end of twelfth grade, students will apply listening skills in a variety of purposes. ❖ M8.5.1 By the end of eighth grade, students will collect, analyze, interpret and display data 	
SC2.3 The learner will understand the relationship between learning and work.		

CAREER ESSENTIAL LEARNINGS		LINK TO L.E.A.R.N.S.
SC.1.1 The learner will develop an understanding of the world of work	<ul style="list-style-type: none"> ❖ BE12.11.0 Students will understand the benefits, consequences and implications of living and working in a technological world. ❖ ME12.3 Students develop an awareness of career opportunities and paths in marketing and understand how to acquire employment. ❖ M1.6.3 By the end of first grade, students will identify and describe patterns in their environment. ❖ SS/H1.7 Students will match simple descriptions of work that people do and the names of those jobs. ❖ CE “the dignity and necessity of honest labor” 	

CAREER ESSENTIAL LEARNINGS	LINK TO L.E.A.R.N.S
<p>SC.1.2 The learner will develop skills to explore and utilize career information</p>	<ul style="list-style-type: none"> ❖ AE12.1.2 Students will be able to identify agribusiness support services which function in a free market economy, describe the services which they provide and the career opportunities which exist within these organizations. ❖ AE12.1.6 Students will identify career opportunities which exist in the agribusiness industry. ❖ AE12.3.6 Students will be able to list, compare and contrast the employment opportunities available through agricultural sales and marketing careers. ❖ BE8.2.0 Students will understand career options and explore concepts for working in a global society. ❖ BE12.3.0 Students will understand career preparation and job acquisition skills required for employment, professional growth, and employment transitions in their chosen fields.
<p>SC.1.3 The learner will develop career decision making skills</p>	<ul style="list-style-type: none"> ❖ VPA K12.8.0 Students use the visual and performing arts to solve problems. ❖ AE12.7.1 Students will identify career opportunities in the floricultural industry, selection and handling techniques for the care of plants, principles and mechanics of floral design, and strategies necessary to operate a floral shop.

CAREER ESSENTIAL LEARNINGS		LINK TO L.E.A.R.N.S
SC.1.3 The learner will develop career decision making skills (Continued)	<ul style="list-style-type: none"> ❖ AE12.9.2 Students will investigate natural resources career opportunities. ❖ SS/H12.4.27 Students will discuss, develop and implement a plan for making informed personal economic decisions. 	
SC.1.4 The learner will develop an awareness and understanding of <ul style="list-style-type: none"> ▪ Changing life roles ▪ Self-knowledge as it relates to career choices ▪ Social/cultural factors 	<ul style="list-style-type: none"> ❖ AE12.2.6 Students will be able to interpret future implications on employment opportunities in mechanical systems careers as a result of emerging technologies. ❖ BE12.13.0 Students will understand the factors contributing to a productive workforce in a pluralistic, technologically oriented environment. ❖ SS/H4.4 Students will compare and contrast daily life in he past and present, considering things such as roles, jobs, communication, technology, transportation, schools and cultural traditions. 	
SC1.5 The learner will obtain occupational and educational readiness skills		

SOCIAL ESSENTIAL LEARNINGS		LINK TO L.E.A.R.N.S.
SC3.1 The learner will interact positively with others using effective communication skills	<ul style="list-style-type: none"> ❖ FL K12.1.3 Students convey information, concepts, and ideas to listeners and readers for a variety of purposes. 	

SOCIAL ESSENTIAL LEARNINGS	LINK TO L.E.A.R.N.S.
<p>SC3.1 The learner will interact positively with others using effective communication skills (Continued)</p>	<ul style="list-style-type: none"> ❖ AE12.1.4 Students will recognize the importance of human relations skills in successful business management, as well as the management and maintenance of business records. ❖ AE12.3.2 Students will understand the elements of human relations and the importance of communication skills as they relate to employment, compensation and benefit plans, training of employees, supervision and customer relations. ❖ AE12.8.1 Describe the elements which contribute toward personal effectiveness in interpersonal situations. ❖ BE8.4.0 Students will understand principles of effective communication ❖ ME12.5 Students understand and apply effective communication in marketing
<p>SC3.2 The learner will describe how family, school, work and community systems are interdependent</p>	<ul style="list-style-type: none"> ❖ FCS6-12.1.0 Use reasoning processes, individually and collectively, to address broad, recurring concerns and to take responsible action in families, workplaces and communities. ❖ FCS6-12.3.0 Evaluate the reciprocal relationship among individuals, the family and society. ❖ FCS6-12.11.0 Analyze the interconnection of individual, family, career and community relationships

SOCIAL ESSENTIAL LEARNINGS	LINK TO L.E.A.R.N.S.
SC3.2 The learner will describe how family, school, work and community systems are interdependent (Continued)	<ul style="list-style-type: none"> ❖ SS/H1.7 Students will describe how cultures contribute to school and family. ❖ SS/H1.14 Students will identify community groups of which students are members, such as family, school, church, girl/boy scouts and classroom. ❖ SS/H1.30 Students will identify how choices and actions affect themselves and others.
SC3.3 The learner will acknowledge individual differences and common bonds by demonstrating skills related to the positive effects of diversity, inclusiveness and fairness	<ul style="list-style-type: none"> ❖ VPA K12.1.0 Students recognize the connections between the arts and their own lives and environments. ❖ FCS6-12.2.0 Analyze committed, respectful and caring relationships in family, work and community settings. ❖ ME12.6 Students demonstrate knowledge and abilities in applying human relations skills in a marketing environment. ❖ SS/H1.16 Students will explain how people are connected through transportation and communication. ❖ CE “common honesty, morality, courtesy, obedience to law”

SOCIAL ESSENTIAL LEARNINGS		LINK TO L.E.A.R.N.S.
SC3.4 The learner will use appropriate methods for reconciling differences		
PERSONAL ESSENTIAL LEARNINGS		LINK TO L.E.A.R.N.S.
SC4.1 The learner will recognize personal beliefs and emotions and their effects	❖ FL K12.1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.	
SC4.2 The learner will acknowledge one's self-worth and capabilities	❖ CE	"lessons of steady influence which tend to promote and develop an up right and desirable citizenry"

PERSONAL ESSENTIAL LEARNINGS	LINK TO L.E.A.R.N.S.	
<p>SC4.3 The learner will take responsibility for personal integrity and performance</p>	<ul style="list-style-type: none"> ❖ R/W1.3.1 ❖ SS/H1.23 ❖ SS/H4.26 ❖ S8.7.1 ❖ S12.7.1 ❖ CE 	<p>By the end of first grade, students will listen and be responsible members of the classroom.</p> <p>Students will demonstrate good citizenship and demonstrate an understanding of its importance.</p> <p>Students will explain the interaction between rights and responsibilities.</p> <p>By the end of eighth grade, students will develop an understanding of personal health.</p> <p>By the end of twelfth grade, students will develop an understanding of personal and community health.</p> <p>“expect for the national flag, the United States Constitution, and the Constitution of Nebraska”</p>

PERSONAL ESSENTIAL LEARNINGS	LINK TO L.E.A.R.N.S.
SC4.4 The learner will manage change in a positive manner	<ul style="list-style-type: none"> ❖ FCS6-12.5.0 Analyze principles of human growth and development across the life span. ❖ SS/H1.29 Students will identify ways that people grow and change over time. ❖ S4.1.3 By the end of fourth grade, students will develop an understanding of change constancy and measurement. ❖ S12.1.5 By the end of twelfth grade, students will develop an understanding of change over a period of time.
SC4.5 The learner will learn to balance school, work, family and social life (manage stress)	<ul style="list-style-type: none"> ❖ FCS6-12.10.0 Demonstrate transferable and employability skills in family, community and work/career settings. ❖ FCS6-12.12.12 Analyze the individual's ability to balance multiple roles in the family, work/career and community. ❖ CE "respect for parents and the home
SC4.6 The learner will learn to make decisions by setting goals, planning and persisting despite obstacles and setbacks	<ul style="list-style-type: none"> ❖ AE12.8.2 Identify and demonstrate the interpersonal choices associated with building effective relationships. ❖ BE12.7.0 Students will understand the use of financial principles in making personal and business decisions.

PERSONAL ESSENTIAL LEARNINGS	LINK TO L.E.A.R.N.S.
<p>SC4.7 The learner will demonstrate the ability to work independently</p>	<ul style="list-style-type: none"> ❖ BE12.16.0 Students will understand how to organize and operate a business. ❖ M1.5.4 By the end of first grade, students will describe the steps used in collecting and analyzing information