

# Grade 6-12 School Counseling Core Curriculum Scope and Sequence

## International School Counseling Association Grade 6-12 School Counseling Core Curriculum Scope and Sequence Version: Master Document

**A note about this document:** In an endeavor to make our jobs both easier and more cohesive, members of the ISCA team have been working on developing a PS-Grade 12 Scope & Sequence for the Core Counseling Curriculum. What this specifically addresses are content that could/would ideally be available to all students over the course of a school year.

The Core Counseling Curriculum consists of structured developmental lessons designed to assist students in achieving the desired competencies below and to provide all students with the knowledge and skills in the four domains (academic, career, personal/social and global perspective). This curriculum is infused throughout the school's overall curriculum and is presented systematically through preK-12 classrooms, individual student planning and group activities. It is important to note that it does not need to be delivered solely by the school counselor. The various methods below are ways in which curriculum can be delivered include: classroom instruction, interdisciplinary units, group activities, etc.

A scope and sequence is an overview of the skills and content covered in your Core Counseling Curriculum at each grade over a period of time (scope), and in an order (sequence). Fully developed unit plans will require more detail than the outlines sketched here in the scope and sequence.

Using the [CASEL competencies](#) as a framework, the ISCA standards as a guide and the experience of counselors around the world as the foundation for this project, we have developed this Core Counseling Curriculum Scope & Sequence. We hope to have created a user-friendly document that counselors can use to support their curriculum lessons - it is not meant to be prescriptive in any way, but rather a resource that is helpful, dynamic, and recognizes the diversity that exists in our jobs.

Also important to the school community is having comprehensive prevention programs that focus on areas such as bullying, mental health awareness and suicide prevention and child protection. To emphasize these school-wide programs, which involve wellness committees, administration, crisis response teams, policies, procedures and student education, we have identified elements of the Core Counseling Curriculum that would naturally be a part of these prevention programs.

ISCA would like to extend its sincere appreciation to the authors of the of the Scope and Sequence who graciously contributed their time, passion and expertise to its creation. Specifically, Kathryn Manu, Heather DeVore, Brooke Fezler, and the ISCA Taskforce, as well as the many counselors who piloted and contributed their feedback through surveys and conference workshops from March 2016-May 2019.



Mental Health, Wellbeing and Suicide Prevention










Child Protection and Safeguarding



Bullying/Harassment Prevention




## Grade 6 Core Counseling Curriculum Sequence



| CASEL Competency                                 | Topic(s)  | Objectives  | ISCA Student Standards 2022   |
|--|---|---|---|
|  | Introductions/Identity                              | Know who the counselor is and what the counselor does (counselor goal is to get to know the students), how to access the counselor.   | SE: A2: Relationships<br>SE: C1: Personal Safety  |
| Self Management & Self Awareness                 | Goal-Setting  | Students will understand and prepare long-term planning, both academic and personal/social.   | SE: A1: Social & Self Awareness<br>A: B2: Planning & Goal Setting<br>C: B1: Postsecondary & Career Planning       |
| Social Awareness                                 | Diversity/Respect/ Community                        | Students will use skills to work collaboratively with all different types of people in creating a positive school and classroom community.  | SE: A2: Relationships<br>GPID: A2: Cultural Competency<br>GPID:B2: Cultural Identity<br>A: A2: Effective Learning |
| Relationship Skills                              | Friendship Skills/<br>Conflict Resolution           |  Students will understand the nuances of friendship and how to identify when a friendship needs to end (building on previous discussions, as developmentally appropriate). | SE: A2: Relationships<br>GPID: B1: Identity Development   |
| Relationship skills/Social Awareness             | Friendship Skills/<br>Decision-Making Skills        |  Students will think about the concept of “popularity”, what makes one appear popular, and why if at all, popularity “matters”.  | SE: A1: Social & Self-Awareness<br>SE: A2: Relationships<br>GPID: B2: Cultural Identity                           |
| Responsible Decision-Making/<br>Social Awareness | Decision-Making<br>Skills/Problem-Solving<br>Skills |  Students will understand the power of peer pressure and how this applies to their increasingly digitized social existence at and outside school.                        | SE: B1: Decision Making<br>SE: C1: Personal Safety  |
| Responsible Decision-Making/<br>Self Awareness   | Self-Care   |  Students will explicitly understand the idea of consent and how it applies to their friendships, social dynamics and issues of personal safety outside of school.       | SE: C1: Personal Safety   |
| Self Awareness/Social Awareness                  | Mindset/Self-Awareness                              |  Students will know what body image is, what gender identity is, and how gender roles are impacted by environmental influences.  | GPID: B1: Identity Development  |
| Self-Management/Self-Awareness                   | Stress Management/<br>Mindfulness                   |  Students will learn to identify personal stressors and how to manage stress in a positive and proactive way.  | SE: A1: Social & Self-Awareness   |

| CASEL Competency                           | Topic(s)   | Objectives  | ISCA Student Standards 2022  |
|--|--|---|--|
| Self-Awareness                             | Mindset/Career Awareness   | Students will understand basic principles of positive psychology and the impact of happiness on success and brain development.              | SE: A1: Social & Self-Awareness<br>A: A1: Self-Awareness As a Learner<br>A: C1: School to Life Experience                                    |
| Self-Awareness/Responsible Decision-Making | Self-Care/Wellness  | Students will review the importance of healthy decision-making, in terms of nutrition, exercise, sleep and drug & alcohol awareness.        | SE: B1: Decision Making<br>SE: C1: Personal Safety   |
| Self-Awareness/Responsible Decision-Making | Career Awareness   | Students will examine their areas of interest and how this connects with time management and decision-making in future planning/reflection. | A: A2: Effective Learning<br>A: B1: Self-Directed Learning and Student Agency<br>A: C1: School to Life Experience<br>C: A1: Self Exploration |
| Self-Management/Self-Awareness             | Digital Citizenship  | Students will understand appropriate and inappropriate conduct online.  | SE: C1: Personal Safety  |
| Self-Management/Self-Awareness             | Transitions  | Students will understand what the transition to Middle School looks like and how to end the year in a positive fashion.                     | GPID: D1: Transitions<br>GPID: D2: Adaptability  |


## Grade 7 Core Counseling Curriculum Sequence



| CASEL Competency                 | Topic(s)               | Objectives  | ISCA Student Standards 2022   |
|----------------------------------|------------------------|---|---|
|                                  | Introductions/Identity | Know who the counselor is and what the counselor does (counselor goal is to get to know the students), how to access the counselor. | SE: A2: Relationships<br>SE: C1: Personal Safety  |
| Self-Management & Self Awareness | Goal setting           | Students will understand and prepare long-term planning, both academic and personal/social.   | SE: A1: Social & Self-Awareness<br>A: B2: Planning and Goal Setting<br>C: B1: Postsecondary and Career Planning |

| CASEL Competency                               | Topic(s)                            |   | Objectives  | ISCA Student Standards 2022  |
|--|-------------------------------------|---|---|--|
| Responsible Decision Making & Social Awareness | Mindset                             |   | Students will understand that their abilities can be developed through dedication and hard work.  | A: A1: Self-Awareness As a Learner<br>A: B1: Self-Directed Learning and Student Agency<br>A: B2: Planning and Goal Setting<br>A: C1: School to Life Experience |
| Responsible Decision Making & Social Awareness | Communication                       |   | Students will be able to distinguish between disrespectful and respectful disagreements and develop their skills to work effectively in groups respectfully.  | SE: A2: Relationships<br>GPID: A2: Cultural Competency<br>GPID: B2: Cultural Identity<br>A: A2: Effective Learning   |
| Social Awareness                               | Conflict resolution                 |    | Students will identify a problem and learn how to solve it using action steps as well identifying the problem from different perspectives.  | SE: B1: Decision Making<br>GPID: A2: Cultural Competency<br>A: B1: Self-Directed Learning and Student Agency   |
| Social Awareness                               | Bullying                            |    | Students will understand the effects of bullying and how to be upstander.   | SE: C1: Personal Safety<br>GPID: C1: Advocacy and Equity   |
| Self-Awareness                                 | Mindset                             |   | Students will understand what it means to act with integrity.   | SE: A2: Relationships<br>A: A2: Effective Learning<br>C: A2: Career Research   |
| Self-Management                                | Digital Citizenship                 |  | Students will know how to act responsibly online and the impact of their digital communication.   | SE: C1: Personal Safety  |
| Self-Management                                | Sexual Awareness/Education          |   | Students will know how to differentiate between flirting, joking and sexual harassment and apply assertiveness skills to refuse harassment and understand issues around consent whilst considering age and the law. | SE: C1: Personal Safety  |
| Self-Management                                | Stress Management                   |   | Students will understand how to positively cope with stress.  | SE: A1: Social & Self-Awareness  |
| Self-Awareness                                 | Self-Care & Mental Health Awareness |   | Students will understand the research behind teenage brain and what strategies they need to implement to act cautiously (drugs/alcohol connection).   | SE: A1: Social & Self-Awareness<br>SE: C1: Personal Safety   |




| CASEL Competency                           | Topic(s)   | Objectives   | ISCA Student Standards 2022   |
|--|--|--|---|
| Self-Awareness                             | Depression and Suicide Awareness  | Students will be able to evaluate and recognize the warning signs of suicide and depression and learn different resources for help. They will also develop their own self care plan. | SE: C1: Personal Safety   |
| Self-Awareness                             | Child Protection                  | Students will recognize safe and unsafe situations and how to access trusted adults.   | SE: C1: Personal Safety   |
| Self-Awareness/Responsible Decision-Making | Career Awareness   | Students will examine their skills and what careers fit particular skill sets.   | A: C1: School to Life Experience<br>C: A1: Self Exploration               |
| Self Awareness                             | Transition/Global Perspective  | Students will be able to identify what is home and what it means to be a TCK.  | GPID: A1: Cultural Knowledge and Awareness<br>GPID: B2: Cultural Identity |
| Social Awareness                           | Transition   | Students will understand the transition to 8th grade and how to end the year positively as well as saying goodbye to those leaving.  | GPID: D1: Transitions<br>GPID: D2: Adaptability                           |

## Grade 8 Core Counseling Curriculum Sequence

| CASEL Competency                           | Topic(s)   | Objectives   | ISCA Student Standards 2022   |
|--|--|--|---|
|  | Introductions/Identity   | Know who the counselor is and what the counselor does (counselor goal is to get to know the students), how to access the counselor.  | SE: A2: Relationships<br>SE: C1: Personal Safety  |
| Self-Management & Self Awareness           | Goal setting   | Students will understand and prepare long-term planning, both academic and personal/social.  | SE: A1: Social & Self-Awareness<br>A: B2: Planning and Goal Setting<br>C: B1: Postsecondary and Career Planning |
| Self-Awareness/Responsible Decision-Making | Self-Care/Wellness  | Students will review the importance of healthy decision-making, in terms of nutrition, exercise, sleep and drug & alcohol awareness. | SE: B1: Decision Making<br>SE: C1: Personal Safety  |
| Self-Management                            | Stress management  | Students will understand how to positively cope with stress.   | SE: A1: Social & Self-Awareness   |
| Social Relationship                        | Communication  | Students will understand how to build trust with others.   | SE: A2: Relationships   |



| CASEL Competency                           | Topic(s)   | Objectives   | ISCA Student Standards 2022   |
|--|--|--|---|
| Social Awareness                           | Relationships and Communication  | Students will understand the qualities of effective leaders and demonstrate these skills.  | SE: A2: Relationships<br>A: A2: Effective Learning  |
| Social Awareness                           | Relationships and Communication  | Students will understand healthy intimate relationships and how to set boundaries as well as what is consent.                      | SE: C1: Personal Safety   |
| Self-Awareness/Responsible Decision-Making | Career Awareness   | Students will examine their values and how this connects with time management and decision-making in future planning/reflection.   | SE: A1: Social & Self-Awareness<br>A: A2: Effective Learning<br>A: B1: Self-Directed Learning and Student Agency<br>A: C1: School to Life Experience<br>C: A1: Self Exploration |
| Social Awareness                           | Citizenship/Community ID   | Students will consider their role in the community at large and how they can positively contribute.                                | GPID: B1: Identity Development<br>GPID: C1: Advocacy and Equity   |
| Self-Awareness                             | Career Awareness   | Students will examine their strengths and weaknesses as well as multiple intelligences and explore various career paths/interests. | A: A1: Self-Awareness as a Learner<br>A: C1: School to Life Experience<br>C: A1: Self Exploration<br>C: A2: Career Research   |
| Self-Awareness                             | Depression and Suicide Awareness   | Students will be able to understand and be made aware of uncomfortable feelings and risk factors of suicide and depression.        | SE: A1: Social & Self-Awareness<br>SE: C1: Personal Safety  |
| Responsible Decision-Making                | Depression and Suicide Awareness  | Students will be able to describe how to prevent suicide.  | SE: C1: Personal Safety   |
| Responsible Decision-Making                | Transition   | Students will understand their academic options in high school.  | A: C1: School to Life Experience  |
| Self-Awareness                             | Transition   | Students will reflect on their middle school years and prepare for the move to high school.  | GPID: D1: Transitions<br>GPID: D2: Adaptability   |

## Grade 9 Core Counseling Curriculum Sequence

| CASEL Competency                               | Topic(s)  | Objectives  | ISCA Student Standards 2022  |
|--|---|---|--|
|  | Introductions/Identity  | Students will know who the counselor is and what the counselor does (counselor goal is to get to know the students).  | SE: A2: Relationships<br>SE: C1: Personal Safety   |
| Responsible Decision-Making & Social Awareness | Digital Citizenship   | Students will understand the lasting impact of my digital presence as well as my personal responsibility in regard to my digital presence and communication.                                  | SE: C1: Personal Safety  |
| Relationship Skills                            | Interpersonal Relationships    | Focus on peer relationships with an understanding about healthy confrontation, conflict resolution and in-person communication.   | SE: A2: Relationships  |
| Self-Awareness & Self-Management               | Self-Advocacy                  | Build the tools to communicate with teachers (and parents?) regarding my strengths, weaknesses and academic performance. Special focus on self-advocacy vs. relying on parental intervention. | A: A1: Self-Awareness as a Learner<br>A: B1: Self-Directed Learning and Student Agency<br>A: B2: Planning and Goal Setting |
| Self-Management & Social Awareness             | Transitions   | Building the tools to handle academic, social and emotional transitions into the high school program.   | GPID: D1: Transitions<br>GPID: D2: Adaptability  |
| Self-Management                                | Managing Complexity   | Learning and understanding the tools available to keep track of academic assignments and time commitments.  | A: A2: Effective Learning<br>A: B1: Self-Directed Learning and Student Agency<br>A: C1: School to Life Experience          |
| Responsible Decision-Making                    | Drug & Alcohol Education  | Students will work in tandem with FCD presentations (if available) to prepare for and implement adequate follow up to drug & alcohol awareness lessons.                                       | SE: C1: Personal Safety  |
| Self-Awareness & Social Awareness              | Sexual Awareness/ Education  | Students will understand terminology and legality, as well as school policy around sexual harassment and sexuality education.   | SE: C1: Personal Safety<br>GPID: C1: Advocacy and Equity   |
| Self-Management & Self Awareness               | Goal setting  | Students will understand and prepare long-term planning, both academic and otherwise.   | SE: A1: Social & Self-Awareness<br>A: B2: Planning & Goal Setting<br>C: B1: Postsecondary & Career Planning                |

| CASEL Competency                             | Topic(s)                          | Objectives  | ISCA Student Standards 2022  |
|--|-----------------------------------|---|--|
| Responsible Decision-Making & Self Awareness | Academic & co-curricular planning | Students will look at course choices and shaping an academic plan as well as matching your co-curricular pursuits to strengths and interests. | A: B2: Planning & Goal Setting<br>A: C1: School to Life Experience                                     |
| Social Awareness                             | Synthesis & Reflection            | Students will reflect upon relevant cultural and political issues using news sources and building discussion skills.                          | A: A2: Effective Learning<br>GPID: A1: Cultural Knowledge & Awareness<br>GPID: A2: Cultural Competency |


## Grade 10 Core Counseling Curriculum Sequence


| CASEL Competency                       | Topic(s)  | Objectives   | ISCA Student Standards 2022   |
|--|---|--|---|
|  | Introductions/Identity  | Students will know who the counselor is and what the counselor does (counselor goal is to get to know the students).   | SE: C1: Personal Safety   |
| Relationship Skills                    | Conflict Resolution   | Students will understand conflict management and resolution skills to provide students with necessary tools to solve their own conflict in a productive and practical way. | SE: A2: Relationships<br>GPID: A2: Cultural Competency  |
| Social Awareness & Self Awareness      | Self-Care & Mental Health Awareness  | Students will understand ubiquitous mental health issues in teenagers and distinguishing the importance of peer support and enlisting adult guidance.                      | SE: A1: Social & Self-Awareness<br>SE: C1: Personal Safety  |
| Responsible Decision Making            | Managing Complexity: IB/AP preparation  | Students will look at present and future course choices and begin to understand balancing co-curricular and academic responsibilities.                                     | A: C1: School to Life Experience  |
| Social Awareness & Relationship Skills | Sexual Awareness & Safety            | Students will Examine and reflect upon traits of healthy relationships and an understanding of the risks and resources around sexual activity.                             | SE: A2: Relationships<br>SE: C1: Personal Safety  |
| Responsible Decision-Making            | Future Planning & Career Exploration  | Students will lay out a four-year calendar and explore Naviance (or similar) Career Inventories.   | C: A2: Career Research  |
| Self-Awareness                         | Career Exploration  | Students will be able to articulate strengths and areas and scenarios where they can put these strengths to use.   | A: A1: Self Awareness as a Learner<br>A: C1: School to Life Experience<br>C: A1: Self Exploration |



| CASEL Competency                     | Topic(s)           | Objectives   | ISCA Student Standards 2022   |
|--------------------------------------|--------------------|--|---|
| Relationship Skills & Self Awareness | Self-Advocacy      | Students will come away with tools for self-advocating, without parent involvement, with teachers and coaches in common scenarios. | SE: A1: Social & Self-Awareness<br>A: B1: Self-Directed Learning and Student Agency |
| Social Awareness & Self Awareness    | Critical Thinking  | Students will be able to analyze a current story through several news sources form a cohesive argument.                            | A: A2: Effective Learning<br>GPID: A2: Cultural Competency                          |
| Social Awareness                     | Cultural Awareness | Students will examine, understand and celebrate a local holiday/tradition.   | GPID: A1: Cultural Knowledge and Awareness  |



## Grade 11 Core Counseling Curriculum Sequence

| CASEL Competency                  | Topic(s)  | Objectives   | ISCA Student Standards 2022  |
|-----------------------------------|---|--|--|
|                                   | Introductions/Identity  | Students will know who the counselor is and what the counselor does (counselor goal is to get to know the students).                     | SE: A2: Relationships<br>SE: C1: Personal Safety                     |
| Responsible Decision-Making       | Standardized Testing & College Planning   | Students will have a two-year testing plan as appropriate and begin to understand the qualities of a good fit college list.              | C: B1: Postsecondary and Career Planning                             |
| Self-Awareness                    | Career Exploration  | Students will be able to articulate Via Strengths and talk about how they can help inform the college search and post graduate planning. | A: C1: School to Life Experience<br>C: A1: Self Exploration          |
| Self-Management                   | College Planning  | Students will build a body of work to inform the college Personal Statement.   | C: A1: Self Exploration<br>C: B1: Post Secondary and Career Planning |
| Self-Management                   | Stress Management   | Students will continue to build healthy strategies and coping mechanisms for high stress times.  | SE: A1: Social & Self-Awareness                                      |
| Self-Awareness & Social Awareness | Your Legacy: how do you want to be remembered?  | Students will explore their role in high school–social and co-curricular–and think about ways to make their work sustainable.            | A: C1: School to Life Experience                                     |
| Self-Awareness & Self-Management  | Depression & Suicide Awareness/Prevention  | Students will understand the signs of depression and suicidal ideation and review resources and protocols.                               | SE: C1: Personal Safety  |

| CASEL Competency                             | Topic(s)  | Objectives  | ISCA Student Standards 2022   |
|--|---|---|---|
| Relationship Skills & Self-Management        | Self-Advocacy & Building Initiative   | Students will reflect on the letter of recommendation process and how they can put their best selves forward in the classroom and advocate with teachers. | A: C1: School to Life Experience  |
| Social Awareness & Self-Management           | Global Perspectives   | Students will strategize responses and reactions to adversity while traveling in foreign countries/cultures.  | GPID: A2: Cultural Competency<br>GPID: B2: Cultural Identity                          |
| Self-Awareness & Responsible Decision-Making | Personal & Emotional Health Awareness  | Students will explore their habits around sleep, diet, exercise and self-care and begin to understand and implement healthy habits.                       | SE: A1: Social & Self-Awareness<br>SE: B1: Decision Making<br>SE: C1: Personal Safety |

## Grade 12 Core Counseling Curriculum Sequence

| CASEL Competency                              | Topic(s)                                   | Objectives   | ISCA Student Standards 2022                                   |
|---|--|--|---|
|   | Introductions/Identity                     | Students will know who the counselor is and what the counselor does (counselor goal is to get to know the students).   | SE: A2: Relationships<br>SE: C1: Personal Safety              |
| Responsible Decision-Making                   | College Planning: Academic & Social        | Students will become familiar with:<br>UCAS<br>Common Application<br>Personal Essay Draft  | C: B1: Postsecondary and Career Planning                      |
| Social Awareness & Self-Management            | Personal Safety & Sexual Assault Awareness | Students will read and analyze sexual misconduct policies from various college campuses as well as discuss relevant cases and learn to identify campus resources.  | SE: C1: Personal Safety                                       |
| Responsible Decision Making & Self-Management | Financial Planning & Personal Management   | Students will explore common demands of university life (both personal and financial and develop self-management strategies). Focus on personal planning and reviewing student aid packages- specifically avoiding debt. | C: B1: Postsecondary Career Planning<br>GPID: D1: Transitions |
| Self-Awareness & Self-Management              | Stress Management                          | Students will continue to build self-care practices.   | SE: A1: Social & Self-Awareness                               |

| CASEL Competency                               | Topic(s)   | Objectives   | ISCA Student Standards 2022                     |
|--|--|--|---|
| Self-Awareness                                 | Personal & Emotional Health Awareness  | Students will explore and understand healthy diet and exercise regimes and complete training in First Aid and CPR.   | SE: C1: Personal Safety                         |
| Social Awareness & Self Awareness              | Suicide Awareness/ Prevention  | Students will know and understand signs and resources, with an eye on prevention and particular attention to the high rate of suicides on university campuses.   | SE: C1: Personal Safety                         |
| Social Awareness & Responsible Decision-Making | Digital Citizenship   | Students will understand their digital legacy as well as how this can have an impact on the college and career search as well as its impact on personal/social well-being.   | SE: C1: Personal Safety                         |
| Self-Awareness                                 | Mindfulness practice  | Students will build a basic understanding of a personal mindfulness practice.  | SE: A1: Social & Self-Awareness                 |
| Social Awareness & Self Awareness              | My Legacy  | Students will brainstorm and create evidence for the legacy they want to leave their high school. This will work from inception (fall) to implementation (spring) and ask students to think about impact and sustainability. | GPID: D1: Transitions<br>GPID: D2: Adaptability |