



Najd National Schools
International Program

Counseling Program





Najd National School for Boys

International Program

Counseling Program

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Najd Schools Counseling Vision

The vision of Najd Schools Counseling program is to:

Provide a comprehensive, developmental counseling program that addresses the personal/social, academic, career, and global development of all students affording them an opportunity to become lifelong learners and productive global citizens of the world.

Counseling programs

The school counseling program at NAJD supports student needs by integrating the counseling standards within the domains: academic, career, personal/social, and global development. The emphasis is for all students during their matriculation at NAJD to realize academic, personal, social, emotional success.

Our counseling program draws upon the frameworks of the American School Counselor Association's (ASCA) National Model and the International Model for School Counseling Program and the Comprehensive School Counseling Program of the Connecticut State Department of Education.

The counseling department's aim is to support students emotionally and socially in all aspects of the school environment. By fostering healthy self-esteem and self-awareness, as well as a sense of responsibility to self and others, NAJD students will learn the meaning of being a lifelong learner and respectful global citizens of the world.

At present, Najd National School-International Program has three student counselors and one career counselor.

Counselor	Contact	Grade Level
Khaled Daher	k.daher@najdschools.edu.sa	4-6
Khaled Raad	k.raad@najdschools.edu.sa	7-8
Mazen Bsar	m.bsar@najdschools.edu.sa	9-12
Imad Fakher	i.fakhr@najdschools.edu.sa	11-12 (Career)



Program Description

1-Student Development (Guidance Classroom)

The student development curriculum promotes knowledge, attitudes, and skills through instruction in three areas: academic achievement, career development, and personal-social growth. It provides guidance content in a systematic way for the purpose of skill development and application of skill learned.

2-Responsive Services

Focused on the immediate needs of individuals and groups, the school counselor uses individual and group counseling, groups, consultation, and crisis intervention to provide proactive and responsive services. Responsive services ensure appropriate and timely responses to academic, career and personal-social concerns and are available to every student. Services are often student initiated through self-referral; teachers, staff, and parents may refer students for assistance.

3-System Support

System support consists of activities that establish, maintain and enhance the total school counseling program as part of the overall educational program.

System support can include: Professional Development and Consultation and Collaboration

We believe in the importance of the personal and social development's student therefore our counseling program aim is to help students in their healthy personal and emotional growth through School and into adulthood.

The Standards, their Narrative, and Goals

The Standards

Standard 1 Skills for Learning (*Academic*)

Essential Question: What skills, knowledge and attitudes are needed to be an effective learner in school and across the life span?

Curricular Outcome: Learners will demonstrate the ability to perform successfully in school, and in the broader community.

Understanding the expectations of the school and developing the skills needed to be academically successful are the key ingredients addressed by this standard. Topics to be included are self-understanding and awareness; time management and organization; responsible behaviors; learning styles; test taking strategies; the benefits of a positive attitude; and communication skills.

Standard 2 School Success (*Academic*)

Essential Question: What rigorous academic preparation is required to allow students to choose from a wide range of substantial postsecondary options, including college?

Curricular Outcome: Learners will prepare themselves academically to choose from a range of choices following graduation.

This standard ensures that learners will have multiple options to choose from for their future educational and career goals. It focuses on self-control issues; school and classroom rules; choices and consequences; application of interests and abilities to goal setting; resources for planning; and high school courses that maximize achievement and future options.

Standard 3 Academics to life Success (*Academic*)

Essential Question: What is the relationship between student engagement in academics to the world of work and to life at home and in the community?

Curricular Outcome: Learners will demonstrate an understanding of the influence of academics to their many life roles.

This standard involves the ability of learners to understand the relationship of academic achievement to success in the workplace, the community and in their personal and social lives. The emphasis is on the responsibilities of learners and citizens; consequences of inappropriate choices; roles of community workers; benefits of lifelong learning; balancing school, activities and family life; school skills and job skills; goal setting; and transitions.

Standard 4 Investigate careers (Career)

Essential Question: What skills are needed to investigate the world of work?

Curricular Content: Learners will demonstrate the skills to make career choices in relation to knowledge of self and knowledge of the world of work.

The intent of this standard is to prepare the learner to make informed career choices. Topics to be included are self-assessment; interest and personality inventories; resources for investigating careers; skills needed for the workplace; and academic preparation needed for career choices.

Standard 5 Career Success (Career)

Essential Question: What skills are needed to achieve future career success and satisfaction?

Curricular Outcome: Learners will apply strategies to achieve future career success and satisfaction

The intent of this standard is to provide the foundation for acquisition of skills, attitudes and knowledge that enables the learner to make a successful transition from school to the world of work and from job to job across the lifespan. This standard focuses on assessment of academic and personal strengths and weaknesses; work habits; responsibilities of a learner; transition issues; goal setting; and career awareness, exploration and preparation.

Standard 6 Relationship Between School and Work (Career)

Essential Question: What is the relationship between personal qualities, education and training and the world of work?

Curricular Outcome: Learners will demonstrate knowledge of the factors involved in career decision making.

This standard involves the ability of the learner to apply knowledge and skills to career selection. It involves researching careers and the world of work; resources for researching; the use of technology; self-knowledge; academic preparation needed for careers; and matching personal qualities, interests and abilities to career pathways.

Standard 7 Respect Self and Others (Personal/Social)

Essential Question: What is needed to understand and respect self and others?

Curricular Outcome: Learners will acquire the attitudes, knowledge and interpersonal skills to help them understand and respect self and others.

The intent of this standard is to develop an awareness of the factors that influence attitudes and behaviors in developing interpersonal skills. The emphasis in this standard is on cooperative behavior and teamwork; personal attitudes and beliefs that influence behavior; personal boundaries and privacy rights; respect for cultural differences; individual similarities and differences; changing personal and social roles; and conflict resolution.

Standard 8 Goal Setting and Attainment (Personal/Social)

Essential Question: What are safety and survival skills for students?

Curricular Outcome: Learners will demonstrate the proper application of safety and survival skills to their personal and physical well-being.

This standard involves the ability of learners to use the process of decision making to identify and implement goals that sustain positive attitudes and behaviors during their schooling and throughout their lifetime. It emphasizes steps in the decision making process; consequences of decisions and choices; importance of goal setting and follow through; developing short- and long-term goals; generating alternatives and options; and responsibility for consequences of choices made.

Standard 9 Survival and Safety Skills (Personal/Social)

Essential Question: What are safety and survival skills for students?

Curricular Outcome: Learners will demonstrate the proper application of safety and survival skills to their personal and physical well-being.

Topics to be included are anger management; responsible social skills; dealing with peer pressure; consequences of inappropriate choices; harassment issues; effective communication in inappropriate choices; harassment issues; effective communication skills; behaviors that hinder/help group cooperation; and school and community resources and referral resources for assistance with personal concerns.

The Goals

Grades 4, 5, and 6

Standard 1: Skills for Learning (Academic)

Student will

- Recognize his own personal style of learning
- Describe the importance of taking responsibility for a decision
- Use communication skills to know when and how to ask for the help of a friend or adult when needed
- Demonstrate effective learning skills in the learning environment
- Develop a broad range of interests and abilities

Standard 2: School Success (Academic)

Student will

- Develop a plan for completing homework assignments
- Explore education and work options in relationship to interests and values
- Understand that decision making involves risks, benefits and consequences
- Discuss strategies for meeting the challenges of the middle school environment

Standard 3: Academics to Life Success (Academic)

Student will

- Demonstrate cooperation
- Explore interests as they relate to school subjects
- Identify skills for specific occupational groups
- Describe the skills and responsibilities of good citizenship

Standard 4: Investigate Careers (Career)

Student will

- Study three jobs within a career cluster to determine needed skills, aptitudes, and education background
- List three jobs he would be interested in doing as an adult and explain why
- Learn about traditional and non-traditional careers
- Describe skills for specific occupational groups

Standard 5: Career Success (Career)

Student will

- Examine the value of rules in school and in the workplace

- Understand that work is an important and satisfying means of personal expression
- Demonstrate awareness of the education and training needed to achieve career goals

Standard 6: Relationship between School and Work (Career)

Student will

- Classify individual interests and abilities as they relate to career goals
- Identify personal preferences and interests which influence career choices and success

Standard 7: Respect Self and Others (Personal/Social)

Student will

- Illustrate 3 forms of nonverbal communication
- Identify values, beliefs and attitudes
- Summarize positive ways to respond to negative comments
- Express feelings in a socially acceptable manner
- Recognize personal boundaries and privacy rights
- Demonstrate how people's actions and behavior affect others

Standard 8: Goal Setting and Attainment

(Personal/Social) Student will

- Analyze when peer pressure is influencing a decision
- Develop effective coping skills for dealing with problems
- Demonstrate an understanding of the steps in the decision-making process
- Identify a personal/academic goal and steps in the decision-making process to achieve it
- Evaluate some personal decisions he has made
- Increase the capacity to generate alternatives for problem solving

Standard 9: Survival and Safety Skills (Personal/Social)

Student will

- Learn the difference between assertiveness and aggressiveness
- Identify school and community resources for assistance with personal concerns

Grades 7 and 8

Standard 1: Skills for Learning (Academic)

Student will

- Use time management skills in addressing school responsibilities
- Demonstrate how effort and persistence positively affect learning
- Implement effective organizational study and test-taking skills
- Demonstrate the ability to work cooperatively in a group
- List behaviors that lead to successful learning in school
- Demonstrate understanding of strengths and weaknesses in devising a high school plan of study

Standard 2: School Success (Academic)

Student will

- Describe personal attitudes and beliefs
- Identify ways in which decisions about education and work relate to other major life decisions
- Apply critical thinking and decision making skills and attainment plan
- Describe how stereotypes and discriminatory behaviors may limit opportunities

Standard 3: Academics to Life Success (Academic)

Student will

- Elect to participate in school and community activities that match goals and future interests
- Explain the relationship between learning in school and future goals
- Describe the benefits of completing high school and education beyond graduation
- Understand how work relates to the needs of the individual and society
- Determine the benefits of volunteering inside and outside the school

Standard 4: Investigate Careers (Career)

Student will

- Investigate a career option by interviewing a worker in a selected work field

Standard 5: Career Success (Career)

Student will

- Identify personal skills, interests and abilities and relate them to current career choices

Standard 6: Relationship between School and Work (Career)

Student will

- Gain knowledge of skills, personal qualities and education to achieve goals
- Describe how continued learning enhances the ability to achieve goals

Standard 7: Respect Self and Others (Personal/Social)

Student will

- Summarize the factors influencing positive friendships
- Demonstrate an awareness of the negative aspects of cliques
- Demonstrate cooperative behaviors in groups

Standard 8: Goal Setting and Attainment (Personal/Social)

Student will

- Set a short and long term goal
- Locate sources of information for decision making in school and community

Standard 9: Survival and Safety Skills (Personal/Social)

Student will

- Understand the need for self-control and practice it
- Identify referral options for self and others in need
- Describe rationale for acceptable and unacceptable school behavior
- Demonstrate knowledge of the emotional and physical dangers of substance use and abuse
- Identify what triggers anger and demonstrate ways to respond to it
- Demonstrate a greater understanding of their personality and temperament

Grade 9

Standard 1: Skills for Learning (Academic)

Student will

- Demonstrate organizational and study skills needed for high school success
- List reasons for having and meeting deadlines
- Investigate resources to help improve academic performance
- Apply techniques for reducing test anxiety
- Analyze academic strengths and weaknesses
- Set academic, career and personal goals and develop a four year plan

Standard 2: School Success (Academic)

Student will

- Describe difference in middle and high school expectations and environment
- Apply study skills necessary for academic success
- Understand the concept of locus of control

Standard 3: Academics to Life Success (Academic)

Student will

- Demonstrate a healthy way to balance assignments, extra-curricular activities and family life
 - Understand the correlation between school success and the positive transition to community, college and career path

Standard 4: Investigate Careers (Career)

Student will

- Learn the importance of early academic planning to prepare for future education and career goals
- Demonstrate knowledge of career resources in the school and community
- Pursue hobbies and extra-curricular interests

Standard 5: Career Success (Career)

Student will

- Recognize the usefulness of standardized testing and other assessments in personal planning
- Identify possible outcomes of education and career choices

Standard 6: Relationship between School and Work (Career)

Student will

- Describe personal strengths and weaknesses in relationship to postsecondary education and training requirements
- Investigate educational and vocational options in relationship to abilities, interests and future goals

Standard 7: Respect Self and Others (Personal/Social)

Student will

- Recognize the impact of change and transition on his/her personal development
- Understand the impact of cooperative effort
- Demonstrate the use of three basic components of communication

Standard 8: Goal Setting and Attainment (Personal/Social)

Student will

- Practice personal responsibility for the consequences of the choices made
- List several goal sets during a given time and demonstrate the steps that led to the outcome

Standard 9: Survival and Safety Skills (Personal/Social)

Student will

- Demonstrate skills for anger
- Differentiate between situations requiring peer support and those requiring adult professional help

Grade 10

Standard 1: Skills for Learning (Academic)

Student will

- Demonstrates organizational and study skills needed for high school success
- List reasons for having and meeting deadlines
- Investigate resources to help improve academic performance
- Apply techniques for reducing test anxiety
- Analyze academic strengths and weaknesses

Standard 2: School Success (Academic)

Student will

- Identify post-secondary options that consist with goals, abilities and achievements
- Develop a program of study that maximizes academic achievement and ability

Standard 3: Academics to Life Success (Academic)

Student will

- Seek and undertake experiences within school and community to enhance coursework and support personal goals
- Demonstrate personal responsibility for researching postsecondary schools and careers

Standard 4: Investigate Careers (Career)

Student will

- Learn the importance of early academic planning to prepare for further education and career goals
- Demonstrate knowledge of career resources in the school and community
- Pursue hobbies and extra-curricular interests

Standard 5: Career Success (Career)

Student will

Pursue experiences within the school to help the career decision-making process Describe how the expectations of others affect career planning



Standard 6: Relationship between School and Work (Career)

Student will

- Demonstrate skills and attitudes essential for a job interview
- Identify requirements for post-secondary education programs of interest

Standard 7: Respect Self and Others (Personal/Social)

Student will

- Analyze the impact of individual similarities and differences on interpersonal relationships
- Identify changing personal and social roles
- Identify and recognize changing family roles

Standard 8: Goal Setting and Attainment

(Personal/Social)

Student will

- Demonstrate the importance of setting priorities to goal achievement
- Demonstrate effective time management skills

Standard 9: Survival and Safety Skills (Personal/Social)

Student will

- Recognize and deal effectively with peer pressure
- Learn about and apply locus of control to stressful situations

Grade 11

Standard 1: Skills for Learning (Academic)

Student will

- Demonstrate responsibility for academic achievement
- Apply test-taking strategies for standardized tests
- Take responsibility for actions and decisions
- Take pride in work and in achievement

Standard 2: School Success (Academic)

Student will

- Implement strategies to achieve post-secondary goals
- Explore the many options to pursue post-secondary goals
- Identify the resources to pursue post-secondary goals

Standard 3: Academics to Life Success (Academic)

Student will

- Demonstrate an understanding of the value of lifelong learning
- Be aware of the characteristics of a college environment especially as it differs from high school
- Understand the similarities and differences of school environment and the world of work

Standard 4: Investigate Careers (Career)

Student will

- Assess strengths and weaknesses based on high school performance
- Review the four-year plan of goals and strategies
- Demonstrate knowledge of the changing workplace
- Learn how to write a resume

Standard 5: Career Success (Career)

Student will

- Reevaluate personal skills, interests, abilities and achievement
- Identify advantages and disadvantages of various post-secondary programs for attainment of career goals
- Identify requirements of post-secondary programs
- Demonstrate skills to locate, interpret and use information about job opportunities

Standard 6: Relationship between School and Work (Career)

Student will

- List post-secondary school choices and majors
- Complete a personal data inventory to develop a resume
- Apply academic skills in work-based learning situation (internship, shadowing, etc)

Standard 7: Respect Self and Others (Personal/Social)

Student will

- Recognize that everyone has rights and responsibilities
- Demonstrate a positive attitude toward self as a unique and worthy person
Demonstrate respect for alternative points of view
Recognize, accept and appreciate individual differences and ethnic and cultural diversity

Standard 8: Goal Setting and Attainment (Personal/Social)

Student will

- List the steps necessary to implement and accomplish their post-secondary goals
- Identify resources to support transition from high school to post-secondary plan

Standard 9: Survival and Safety Skills (Personal/Social)

Student will

- Analyze the influence of others on his/her decision making
- Describe ways to resist peer pressure to use any form of substance
- Apply communication skills to conflict situations

Grade 12

Standard 1: Skills for Learning (Academic)

Student will

- Apply test-taking strategies for standardized tests
- Meet graduation requirement
- Identify attitudes and beliefs that lead to successful learning and living

Standard 2: School Success (Academic)

Student will

- Demonstrate an understanding of what influences the decision making process
- Become self-directed and an independent learner

Standard 3: Academics to Life Success (Academic)

Student will

- Demonstrate an understanding of the value of lifelong learning
- Be aware of the characteristics of a college environment especially as it differs from high school
- Understand the similarities and differences of school environment and the world of work

Standard 4: Investigate Careers (Career)

Student will

- Assess strengths and weaknesses based on high school performance
- Review the four-year plan of goals and strategies
- Demonstrate knowledge of the changing workplace
- Learn how to write a resume

Standard 5: Career Success (Career)

Student will

- Identify requirements for post-secondary programs
- Demonstrate skills to locate, interpret and use information about job opportunities
- Complete required steps towards transition from high school to entry into post-secondary educational programs

Standard 6: Relationship between School and Work (Career)

Student will

- Identify skills, abilities and qualities as he/she prepares for the college application or interview
- Demonstrate the ability to convey positive qualities and assets during interviews
- Apply academic skills in work-based learning situation
- Complete a personal data inventory to modify a resume

Standard 7: Respect Self and Others (Personal/Social)

Student will

- Recognize that everyone has rights and responsibilities
- Demonstrate a positive attitude toward self as a unique and worthy person
- Demonstrate respect for alternative points of view
- Recognize, accept and appreciate individual differences and ethnic and cultural diversity

Standard 8: Goal Setting and Attainment (Personal/Social)

Student will

- Describe how personal, social, and academic/career goals are interrelated
- Prepare a timeline to complete the required steps toward transition from high school to college or work

Standard 9: Survival and Safety Skills (Personal/Social)

Student will

- Analyze his/her strengths and limitations in functioning in a group situation
- Demonstrate an understanding of the components of communication skills, attending, listening and responding