

Plainfield Public Schools

Guidance and School Counseling Curriculum Guide Grades K-12



“Preparing Students for Success in a Changing World”



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Plainfield Public School

Mission Statement

The Plainfield Public Schools in partnership with its community shall do whatever it takes for every student to achieve high academic standards. No alibis. No excuses. No exceptions!

Introduction:

In April 2000, the state of New Jersey adopted Administrative Code 6A:8-3.2. This code provides direction for school counseling programs across the state by specifically mandating that a K-12 comprehensive guidance and counseling system be implemented in all school districts that reference the National Standards for School Counseling programs as developed by the American School Counselor's Association.

The development of the Plainfield School District's guidance and counseling program is based on the New Jersey Cross Content Workplace Readiness Standards, New Jersey Common Core State Standards, American School Counselor Association Standards and National Standards for School Counseling Programs.

Guidance Mission Statement

Our Mission is to develop well-informed, responsible, and productive students. Counselors will guide students to effectively set educational goals and career plans that individually reflects their own interests, abilities, and talents. The counseling program will address the academic, career and personal needs of all students, concentrating on developing each student's unique abilities and valuing their diversity.

Beliefs and Philosophy of Program

Professional School Counselors in the Plainfield Public Schools believe that:

- All students have dignity and worth.
- All students have the right to participate and have access to school counseling program.
- All students' multicultural differences and special needs are considered in the planning and implementation of the school counseling program.
- All students K-12 shall have access to a full-time New Jersey certified Master's level counselor.

The School Counseling Program will:

- Be on-going throughout the calendar year.
- Be based on specified goals and developmental student competencies.
- Be planned, coordinated and managed by Professional School Counselors in consultation with other representatives of the school and community.
- Utilize the many combined resources of the community.
- Be a working document that is evaluated on specified goals and student competencies.

All Professional School Counselors will:

- Abide by the professional ethics of guidance and counseling as advocated by the American School Counselor Association (ASCA) and the National Standards for School Counseling Program.

Program Foundation

NATIONAL STANDARDS FOR SCHOOL COUNSELING PROGRAMS of the American School Counselor Association (ASCA)

The National Standards for School Counseling Program are what the American School Counselor Association (ASCA) believes to be the essential elements for a quality and effective school counseling program. The standards address program contents and the knowledge, attitudes, and skill competencies that all students will develop as a result of participating in a school counseling program.

- I. Academic Development
 - a. **Standard A.** Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.
 - b. **Standard B.** Students will complete school with the academic preparation essential to choose from a wide variety of substantial post- secondary options, including college.
 - c. **Standard C.** Students will understand the relationship of academics to the world of work, and to life at home and in the community.

- II. Career Development
 - a. **Standard A.** Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
 - b. **Standard B.** Students will employ strategies to achieve future career success and satisfaction.
 - c. **Standard C.** Students will understand the relationship between personal qualities, education and training, and the world of work.

- III. Personal/Social Development
 - a. **Standard A.** Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.
 - b. **Standard B.** Students will make decisions, set goals, and take appropriate action to achieve goals.
 - c. **Standard C.** Students will understand safety and survival skills.

The National Standards for School Counseling Programs assist school counselors, school and district administrators, faculty and staff, parents, counselor educators, state associations, business community and policy makers to provide effective school counseling programs for all students.

STANDARDS

Within the three developmental domains students graduating from Plainfield Public School District will achieve these student competencies:

ACADEMIC DEVELOPMENT

STANDARD A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

1. Improve Academic Self-Concept
 - a. Articulate feelings of competence and confidence as learners
 - b. Displays a positive interest in learning
 - c. Take pride in work and achievement
 - d. Accept mistakes as essential to the learning process
 - e. Identify attitudes and behaviors leading to successful learning
2. Acquire Skills for Improving Learning
 - a. Apply time-management and task-management skills
 - b. Demonstrate how effort and persistence positively affect learning
 - c. Use communications skills to know when and how to ask for help when needed
 - d. Apply knowledge and learning styles to positively influence school performance
3. Achieve School Success
 - a. Take responsibility for their actions
 - b. Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students.
 - c. Develop a broad range of interest and abilities
 - d. Demonstrate dependability, productivity and initiative
 - e. Share Knowledge

STANDARD B: Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college

1. Improve Learning
 - a. Demonstrate the motivation to achieve individual potential
 - b. Learn and apply critical-thinking skills
 - c. Apply the study skills necessary for academic success at each level
 - d. Seek information and support from faculty, staff, family and peers
 - e. Organize and apply academic information from a variety of sources
 - f. Use Knowledge of learning styles to positively influence school performance
 - g. Become a self-directed and independent learner
2. Plan to Achieve Goals
 - a. Establish challenging academic goals in elementary, middle and high school
 - b. Use assessment results in educational planning
 - c. Develop and implement annual plan of study to maximize academic ability and achievement
 - d. Apply Knowledge of aptitudes and interests to goal setting
 - e. Use problem solving and decision making skills to assess progress toward educational goals
 - f. Understand the relations between classroom performance and success in school
 - g. Identify post-secondary options consistent with interests, achievement, aptitude and abilities.

STANDARD C: Students will understand the relationship of academics to the world of work and to life at home and in the community.

1. Relate School to Life Experience
 - a. Demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family life.
 - b. Seek co-curricular and community experiences to enhance the school experience
 - c. Understand the relationship between learning and work
 - d. Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining and maintaining life goals.
 - e. Understand the school success is the preparation to make the transition from student to community member
 - f. Understand how school success and academic achievement enhance future career and vocational opportunities

CAREER DEVELOPMENT

STANDARD A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

2. Develop Career Awareness
 - a. Develop skills to locate, evaluate and interpret career information
 - b. Learn about the variety of traditional and non-traditional occupations
 - c. Develop an awareness of personal abilities, skills, interests and motivations
 - d. Learn how to interact and work cooperatively in teams
 - e. Learn to make decisions
 - f. Learn how to set goals
 - g. Understand the importance of planning
 - h. Pursue and develop competency in areas of interest
 - i. Develop hobbies and vocational interests
 - j. Balance between work and leisure time
3. Develop Employment Readiness
 - a. Acquire employability skills such as working on a team, problem-solving and organizational skills
 - b. Apply job readiness skills to seek employment opportunities
 - c. Demonstrate knowledge about the changing workplace
 - d. Learn about the rights and responsibilities of employers and employees
 - e. Learn to respect individual uniqueness in the workplace
 - f. Learn how to write a resume
 - g. Develop a positive attitude toward work and learning
 - h. Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace
 - i. Utilize time and task management skills

STANDARD B: Students will employ strategies to achieve future career success and satisfaction

1. Acquire Career Information
 - a. Apply decision making skills to career planning, course selection and career transition
 - b. Identify personal skills, interests and abilities, and relate them to current career choice
 - c. Demonstrate knowledge of the career planning process
 - d. Know the various ways in which occupations can be classified
 - e. Use research and information resources to obtain career information
 - f. Learn to use the Internet to access career planning information
 - g. Describe traditional and non-traditional career choices and how they relate to career choice
 - h. Understand how changing economic and societal needs influence employment trends and future training
2. Identify Career Goals
 - a. Demonstrate awareness of the education and training needed to achieve career goals
 - b. Assess and modify their educational plan to support career
 - c. Use employability and job readiness skills in internship. Mentoring, shadowing and/or other work experience
 - d. Maintain a career planning portfolio

STANDARD C: Students will understand the relationship between personal qualities, education and training, and the world of work

1. Acquire Knowledge to Achieve Career Goals
 - a. Understand the relationship between educational achievement and career success
 - b. Explain how work can help to achieve personal success and satisfaction
 - c. Identify personal preferences and interests influencing career choice and success
 - d. Understand that the changing workplace requires lifelong learning and acquiring new skills
 - e. Describe the effect of work on lifestyle
 - f. Understand the importance of equity and access in career choice
 - g. Understand that work is an important and satisfying means of personal expression
2. Apply skills to Achieve Career Goals
 - a. Demonstrate how interests, abilities and achievement relate to achieving personal, social, educational career goals
 - b. Learn how to use conflict-management skills with peers and adults
 - c. Learn to work cooperatively with others as a team member
 - d. Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing and/or mentoring experiences

PERSONAL/SOCIAL DEVELOPMENT

STANDARD A: Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others

1. Acquire Self-Knowledge
 - a. Develop positive attitudes toward self as a unique and worthy person
 - b. Identify values, attitudes and beliefs
 - c. Learn the goal-setting process
 - d. Understand change is a part of growth
 - e. Identify and express feelings
 - f. Distinguish between appropriate and inappropriate behavior
 - g. Recognize personal boundaries, rights and privacy needs
 - h. Understand the need for self-control and how to practice it
 - i. Demonstrate cooperative behavior in groups
 - j. Identify personal strengths and assets
 - k. Identify and discuss changing personal and social roles
 - l. Identify and recognize changing family roles

2. Acquire Interpersonal Skills
 - a. Recognize that everyone has rights and responsibilities
 - b. Respect alternative points of view
 - c. Recognize, accept, respect and appreciate ethnic and cultural diversity
 - d. Recognize and respect differences in various family configurations
 - e. Use effective communications skills
 - f. Know that communication involves speaking, listening and nonverbal behavior
 - g. Learn how to make and keep friends

STANDARD B: Students will make decisions, set goals and take necessary action to achieve goals

1. Self-Knowledge Application
 - a. Use a decision making and problem solving model
 - b. Understand consequences of decisions and choices
 - c. Identify alternative solutions to a problem
 - d. Develop effective coping skills for dealing with problems
 - e. Demonstrate when, where and how to seek help for solving problems and making decisions
 - f. Know how to apply conflict-resolution skills
 - g. Demonstrate a respect and appreciation for individual and cultural differences
 - h. Know when peer pressure is influencing a decision
 - i. Identify long and short term goals
 - j. Identify alternative ways of achieving goals
 - k. Use persistence and perseverance acquiring knowledge and skills
 - l. Develop and action plan to set and achieve realistic goals

STANDARD C: Students will understand safety and survival skills

1. Acquire Personal Safety Skills
 - a. Demonstrates knowledge of personal information (i.e. telephone number, home address, emergency contact)
 - b. Learn about the relationship between rules, laws, safety and the protection of rights of the individual
 - c. Learn about Harassment, Intimidation and Bullying laws to protect your rights and the rights of others
 - d. Learn about the differences between appropriate and inappropriate physical contact
 - e. Demonstrate the ability to set boundaries, rights and personal privacy
 - f. Differentiate between situations requiring peer support and situations requiring adult professional help
 - g. Identify resources people in the school and community, and know how to seek help
 - h. Apply effective problem-solving and decision making skills to make safe and healthy choices
 - i. Learn how to cope with peer pressure
 - j. Learn techniques for managing stress and conflicts
 - k. Learn coping skills

PROGRAM DELIVERY SYSTEM

There are four components of a comprehensive guidance program:

- **Guidance Curriculum-** organized objectives and activities that provide information, knowledge, and skills developmentally to include:
 - Classroom Activities
 - Interdisciplinary curriculum development
 - Small and Group Activities
 - Parent Workshops
- **Individual Planning-** Counselors will work with individual students on personal and social problems as well as academic planning. One-on-One meetings provide an environment of privacy and trust in which students are free to explore ideas, feelings, and behaviors. (Counselors are mandated by law to report and refer a case when a person's welfare is in jeopardy. It is a counselor's responsibility to inform a student of these conditions).
- **Responsive Services-** Counselors and other certified professionals, such as a social worker, meet the needs of students in crisis. These may be unplanned individual meetings dealing with various problems situations and often include referrals to outside services and the Intervention & Referral Service (I&RS) Teams.
- **System Support-** System support consists of management activities that establish, maintain and enhance the total school counseling program. This includes counselor's professional development, professional association membership and post-graduate education. It includes consultation with teachers, administrators, parents, and community outreach and district committees. Some additional management activities may include budget preparation, policy and procedure development, and data analysis

Role of the Professional School Counselor

Professional School Counselors are student advocates who work cooperatively with other individuals and organizations to promote the development of children, youth and families. Professional School Counselors are vital members of the education team. Professional School Counselors should meet the New Jersey State Certification requirements. They are committed to assure high quality practice and to continue professional growth and personal development.

Major Job Responsibilities:

1. Implement the guidance curriculum
2. Work with teachers and parents to meet the needs of students through the development of academic, personal and career awareness activities.
3. Counsel small groups and individual students
4. Consult with teachers, staff, and parents regarding meeting the developmental needs of students.
5. Refer students with critical needs, in consultation with their parents, to appropriate community resources.
6. Participate in activities that contribute to the effective operation of the school.
7. Advocate for all students
8. Plan, implement, evaluate and revise the school counseling program
9. Demonstrate professional conduct and pursue professional growth

Key Duties:

1. **Implement the school counseling curriculum:** Conduct developmentally sequenced counseling activities in the classroom in cooperation with school administrators and teachers. Facilitate the infusion of counseling activities into the regular education curricula to support the developmental needs of students. These activities may include a variety of resources and materials.
2. **Work with teachers and parents to meet the needs of individual students through personal, social, academic and career awareness activities:** Provide orientation activities for students in transition from middle to high school and high school to their next steps in connecting to training and education programs. Inform students and their parents of test results and their implications for educational planning and provide resources and information to assist in career awareness, career exploration and career planning activities.
3. **Counsel small groups and individual students:** Conduct structured, goal-oriented counseling sessions to meet the identified needs of individuals or groups of students. Session topics may include self-concept, academic issues, attendance and behavior patterns, conflict resolution, family issues, substance abuse prevention, and other developmental concerns.
4. **Consult with teachers, staff and parents regarding meeting the developmental needs of students:** Participate in group consultations with administrators, teachers, parents, and other to enhance their work with students; participate in in-service programs for faculty; conduct and facilitate conferences with teachers, students, and parents; and assist families with school-related problems.
5. **Refer students with critical needs, in consultation with their parents, to appropriate community resources:** Consult and coordinate with in-district professionals and community agencies, such as school psychologists, nurses, administrators, community based counselors, service agencies, and physicians. (Refer to Intervention and Referral Services Manual)
6. **Participate in activities that contribute to the effective school counseling program within the school:** Interpret group test results to faculty and staff establish effective liaisons with the various grade levels or instructional departments; act as an advocate for students as appropriate in conjunction with other staff; assist other school staff in the placement of students with special needs in appropriate programs; and participate with the administration and faculty as a team member in the implementation of the district and state testing programs.
7. **Advocate for all students:** Maintain a current knowledge of equity and diversity issues; promote equal educational opportunities for all students; provide information to school staff on particular policies relating to all students; assist school staff members in the placement of students with special needs in appropriate programs and promote personalizing education for all students where feasible.
8. **Plan, implement, evaluate, and revise the school counseling program:** Review the school counseling program annually. Using the appropriate program evaluation tools, review and modify the program components and the program calendar.
9. **Demonstrate professional conduct and pursue professional growth:** Display a positive professional attitude and follow the ethical standards outlined by the American School Counselor Association (ASCA); attend state and local professional development programs; join professional associations; read professional journals; attend relevant workshops and conferences sponsored by professional organizations; and share with colleagues.

Elements of a Comprehensive Guidance Model

The Plainfield Public School's comprehensive guidance and school counseling model emphasizes a commitment to designing, planning, implementing and evaluating a guidance program that has a clearly defined mission with identified student competencies that are systematically addressed throughout a student's career by Professional School Counselors in collaboration with teachers, administrators, students and parents. There are six elements of a comprehensive guidance model:

- Content (student competencies)
- Organizational Framework
- Structural components (definition, philosophy, rationale)
- Program Components (curriculum, individual planning, responsive services and systems support)
- Resources (personnel, facilities, resources, advisory council)
- Time (distribution of counselor time by program components)

Professional School Counselors should spend a minimum of 80 percent of their time providing direct services to students (curriculum, individual planning and responsive services). Systems support activities are indirect services to students. Non-guidance activities must be identified and reduced to a minimum in order to maintain the 80 percent of counselor time devoted to direct services to students.

Suggested Range of Counselor Time by Program Components

Program Components	Elementary	Middle	High School
Curriculum	35-45%	25-35%	15-25%
Individual Planning	10-30%	15-25%	25-35%
Responsive Services	30-40%	30-40%	25-35%
Systems Support	10-15%	10-15%	15-20%

*(Gysbers 1994)

AMERICAN SCHOOL COUNSELOR ASSOCIATION (ASCA) SCHOOL COUNSELOR ROLE

According to the American School Counselor Association Role Statement (2000-2001), there are four primary interventions that school counselors are expected to model in a comprehensive guidance and school counseling program:

COMPONENTS	ROLE OF THE SCHOOL COUNSELOR
<p>Guidance Curriculum: Provides guidance content in a systematic way to all students.</p>	<p>Structured: <i>Facilitate the developmental guidance curriculum, e.g., large group.</i> Classroom: <i>Assist or team with faculty in teaching activities related to personal/social development, academic development, and career development.</i></p>
<p>Individual Planning: Helps students monitor and understand their own development.</p>	<p>Conferences: <i>Guide individuals and groups of students through the development of educational, career, and personal plans; this includes post-secondary planning.</i> Coordinate: <i>Coordinate parent participation in the student individual planning.</i> Monitor: <i>Assist students in the implementation of plans and next step planning. Coordinate parent/family participation in reviewing plans.</i> Assessment: <i>Interpret test and other appraisal results appropriately.</i></p>
<p>Responsive Services: Addresses immediate concerns of students.</p>	<p>Counseling: <i>Counsel with students individually about their concerns using accepted theories and techniques appropriate to school counseling.</i> Small Groups: <i>Conduct structured, goal oriented groups to meet student's needs for learning.</i> Referral: <i>Use an effective referral process to help students; families, and others use special programs and services.</i> Coordinate: <i>Coordinate and partnership with school and community personnel to bring together resources for students and families.</i> Consultation: <i>Conference with parents, faculty, administrators, and other relevant individuals to improve student achievement.</i></p>
<p>System Support: Includes program and staff support activities and leadership.</p>	<p>Program Leadership: <i>Plan, implement, and evaluate annually the building guidance program.</i> Leadership/Participation: <i>Assessment program, school improvement, and staff development.</i> Consultation: <i>Coordinate, conduct, or participate in school improvement initiatives. Partnership with resources to improve school achievement.</i></p>

PRIMARY FUNCTIONS OF PROFESSIONAL SCHOOL COUNSELORS

Elementary Professional School Counselor/K-8 Centers

An elementary counselor provides a comprehensive, developmental guidance and counseling program for students in grades K-5\K-8. The counselor structures activities to meet the needs of her/his assigned caseload; consults with teachers, staff, and parents to enhance their effectiveness in helping students; and works in conjunction with school staff to promote the other elementary school educational programs.

<u>Major Professional Responsibilities with Key Duties</u>	<u>Description</u>
<ul style="list-style-type: none"> ○ Work with teachers and parents to meet the needs of students through the development of academic, personal, social, and career awareness activities. 	<p><i>Provide orientation activities for students new to the school; facilitate orientation programs for parents and students and assist students in transition from elementary school to middle school. Inform students and their parents of test results and their implications for educational planning and provide re-sources and information to assist in career awareness and career exploration.</i></p>
<ul style="list-style-type: none"> ○ Implement the elementary counseling curriculum, with the cooperation and collaboration of faculty and staff. 	<p><i>Develop and work with teachers to deliver developmentally sequenced counseling activities in the classroom in cooperation with school administrators and teachers. Facilitate the infusion of counseling activities into the regular education curricula to support the developmental needs of students. These activities may include a variety of resources and materials.</i></p>
<ul style="list-style-type: none"> ○ Counsel small groups. 	<p><i>Conduct structured, goal-oriented counseling sessions to meet the identified needs of groups of small groups of students. Session topics at the elementary level may include self-awareness, self- identity, academic issues, behavior patterns, peer problems, family issues, child abuse prevention, decision-making, and substance abuse prevention, among others.</i></p>
<ul style="list-style-type: none"> ○ Counsel students individually. 	<p><i>Work with students on personal, social, or academic problems. Problem resolution may be reached after one session, or students may need to be seen on an ongoing basis and then referred for more long-term support.</i></p>
<ul style="list-style-type: none"> ○ Consult with teachers, staff, and parents regarding developmental needs of students. 	<p><i>Participate in group consultation with administrators, teachers, parents, and others to improve student academic achievement and social/emotional development; conduct professional development programs for faculty; conduct and facilitate conferences with teachers, students, and parents; and conduct or provide opportunities for parent education programs; and assist families with problems impacting their child's ability to function in school.</i></p>
<ul style="list-style-type: none"> ○ Refer students with critical needs, in consultation with their parents, to appropriate community resources. 	<p><i>Consult and coordinate with in-district professionals and community agencies, such as school social workers, psychologists, nurses, administrators, community-based counselors, service agencies, juvenile court liaisons, and physicians. Use an effective referral process for assisting students and others to use special programs and services.</i></p>
<u>Major Professional Responsibilities with Key Duties (continued)</u>	<u>Description</u>
<ul style="list-style-type: none"> ○ Coordinate, conduct, or participate in activities, which contribute to the effective operation of the school. 	<p><i>Establish effective liaisons with all grade levels; act as an advocate for individual students as appropriate in conjunction with other staff; assist other school staff in the placement of students with special needs in appropriate programs; and participate with the administration and faculty as a team member in the implementation of the district testing program in relation to the school improvement plan.</i></p>
<ul style="list-style-type: none"> ○ Ensure accessibility of all programs for all students. 	<p><i>Maintain a current knowledge of equity and diversity issues; promote equal educational opportunities for all students; provide information to school staff on particular policies relating to all students; assist school staff members in the placement of students with special needs in appropriate programs, such as special education and gifted education; and promote personalizing education for all students.</i></p>
<ul style="list-style-type: none"> ○ Evaluate and revise the building guidance program. 	<p><i>Review the school-counseling program at least annually with staff and administration. Using the appropriate program evaluation tools, review and modify the program components.</i></p>
<ul style="list-style-type: none"> ○ Pursue professional growth. 	<p><i>Attend state and local staff development programs; join professional organizations; read professional journals; attend relevant workshops and conferences sponsored by the district, county, state, and/or national organizations.</i></p>

Middle School Professional School Counselor

Primary Functions

A middle school counselor provides a comprehensive, developmental guidance and counseling program for students in grades 6- 8. The counselor structures activities to meet the needs of her/his assigned caseload; consults with teachers, staff, and parents to enhance their effectiveness in helping students; and works in conjunction with school staff to promote the other middle school/junior high school educational programs.

<u>Major Professional Responsibilities with Key Duties</u>	<u>Description</u>
<ul style="list-style-type: none"> ○ Work with teachers and parents to meet the needs of students through the development of academic, personal, social, and career awareness activities. 	<p><i>Provide orientation activities for students new to the school; facilitate orientation programs for parents and students and assist students in transition from middle school to high school. Inform students and their parents of test results and their implications for educational planning and provide resources and information to assist in career awareness and career exploration.</i></p>
<ul style="list-style-type: none"> ○ Implement the middle school counseling curriculum, with the cooperation and collaboration of faculty and staff. 	<p><i>Develop and work with teachers to deliver developmentally sequenced counseling activities in the classroom in cooperation with school administrators and teachers. Facilitate the infusion of counseling activities into the regular education curricula to support the developmental needs of students. These activities may include a variety of resources and materials.</i></p>
<u>Major Professional Responsibilities with Key Duties (continued)</u>	<u>Description</u>
<ul style="list-style-type: none"> ○ Counsel small groups. 	<p><i>Conduct structured, goal-oriented counseling sessions to meet the identified needs of groups of small groups of students. Session topics at the middle school level may include self-concept, self-identity, academic issues, attendance and behavior patterns, conflict resolution, peer mediation, family issues, substance abuse prevention, child abuse prevention, and suicide prevention and intervention, among others.</i></p>
<ul style="list-style-type: none"> ○ Counsel students individually. 	<p><i>Work with students on personal, social, or academic problems. Problem resolution may be reached after one session, or students may need to be seen on an ongoing basis and then referred for more long-term support.</i></p>
<ul style="list-style-type: none"> ○ Consult with teachers, staff, and parents regarding developmental needs of students. 	<p><i>Participate in group consultation with administrators, teachers, parents, and others to improve student academic achievement and social/emotional development; conduct professional development programs for faculty; conduct and facilitate conferences with teachers, students, and parents; and conduct or provide opportunities for parent education programs; and assist families with problems impacting their child's ability to function in school.</i></p>
<ul style="list-style-type: none"> ○ Refer students with critical needs, in consultation with their parents, to appropriate community resources. 	<p><i>Consult and coordinate with in-district professionals and community agencies, such as school social workers, psychologists, nurses, administrators, community-based counselors, service agencies, juvenile court liaisons, and physicians. Use an effective referral process for assisting students and others to use special programs and services.</i></p>
<ul style="list-style-type: none"> ○ Coordinate, conduct, or participate in activities, which contribute to the effective operation of the school. 	<p><i>Establish effective liaisons with all grade levels; act as an advocate for individual students as appropriate in conjunction with other staff; assist other school staff in the placement of students with special needs in appropriate programs; and participate with the administration and faculty as a team member in the implementation of the district testing program in relation to the school improvement plan.</i></p>
<ul style="list-style-type: none"> ○ Ensure accessibility of all programs for all students. 	<p><i>Maintain a current knowledge of equity and diversity issues; promote equal educational opportunities for all students; provide information to school staff on particular policies relating to all students; assist school staff members in the placement of students with special needs in appropriate programs, such as special education and gifted education; and promote personalizing education for all students.</i></p>
<ul style="list-style-type: none"> ○ Evaluate and revise the building guidance program. 	<p><i>Review the school-counseling program at least annually with staff and administration. Using the appropriate program evaluation tools, review and modify the program components.</i></p>
<ul style="list-style-type: none"> ○ Pursue professional growth. 	<p><i>Attend state and local staff development programs; join professional organizations; read professional journals; attend relevant workshops and conferences sponsored by the district, county, state, and/or national organizations.</i></p>

High School Professional School Counselor

Primary Functions

A high school counselor provides a comprehensive, developmental counseling and guidance program for students in grades 9-12. The counselor structures activities to meet the needs of her/his assigned caseload; consults with teacher, staff, and parents to enhance their effectiveness in helping students; and works in harmony with school staff to promote the other high school educational programs.

<u>Major Professional Responsibilities with Key Duties</u>	<u>Description</u>
<ul style="list-style-type: none"> ○ Work with teachers and parents to meet the needs of students through the development of academic, personal, social, and career awareness activities. 	<p><i>Provide orientation activities for students new to the school; facilitate orientation programs for parents and students and assist students in transition from high school to their next steps in connecting to training and education programs. Inform students and their parents of test results and their implications for educational planning and provide resources and information to assist in career awareness, career exploration, and career planning activities.</i></p>
<ul style="list-style-type: none"> ○ Implement the high school counseling curriculum, with the cooperation and collaboration of faculty and staff. 	<p><i>Work with teachers to conduct developmentally sequenced counseling/guidance activities in the classroom or in advisor-advisee groups. Facilitate the infusion of counseling/ guidance activities into the regular education curricula to support the developmental needs of students. These activities may include a variety of resources and materials.</i></p>
<ul style="list-style-type: none"> ○ Counsel small groups. 	<p><i>Conduct structured, goal-oriented counseling sessions to meet the identified needs of groups of small groups of students. Session topics at the high school level may include self-concept, self-identity, academic issues, attendance and behavior patterns, conflict resolution, peer mediation, family issues, substance abuse prevention, child abuse prevention, and suicide prevention and intervention, among others.</i></p>
<ul style="list-style-type: none"> ○ Counsel students individually. 	<p><i>Work with students on personal, social, or academic problems. Problem resolution may be reached after one session, or students may need to be seen on an ongoing basis and then referred for more long-term support.</i></p>
<ul style="list-style-type: none"> ○ Consult with teachers, staff, and parents regarding developmental needs of students. 	<p><i>Participate in group consultation with administrators, teachers, parents, and others to improve student academic achievement and social/emotional development; conduct professional development programs for faculty; conduct and facilitate conferences with teachers, students, and parents; and conduct or provide opportunities for parent education programs; and assist families with problems impacting their child's ability to function in school.</i></p>
<ul style="list-style-type: none"> ○ Refer students with critical needs, in consultation with their parents, to appropriate community resources. 	<p><i>Consult and coordinate with in-district professionals and community agencies, such as school social workers, psychologists, nurses, administrators, community-based counselors, service agencies, juvenile court liaisons, and physicians. Use an effective referral process for assisting students and others to use special programs and services.</i></p>
<u>Major Professional Responsibilities with Key Duties (continued)</u>	<u>Description</u>
<ul style="list-style-type: none"> ○ Coordinate, conduct, or participate in activities, which contribute to the effective operation of the school. 	<p><i>Establish effective liaisons with all departments; act as an advocate for individual students as appropriate in conjunction with other staff; assist other school staff in the placement of students with special needs in appropriate programs; and participate with the administration and faculty as a team member in the implementation of the district testing program in relation to the school improvement plan.</i></p>
<ul style="list-style-type: none"> ○ Ensure accessibility of all programs for all students. 	<p><i>Maintain a current knowledge of equity and diversity issues; promote equal educational opportunities for all students; provide information to school staff on particular policies relating to all students; assist school staff members in the placement of students with special needs in appropriate programs, such as special education and gifted education; and promote personalizing education for all students.</i></p>
Evaluate and revise the building guidance program.	<p><i>Review the school-counseling program at least annually with staff and administration. Using the appropriate program evaluation tools, review and modify the program components.</i></p>
Pursue professional growth.	<p><i>Attend state and local staff development programs; join professional organizations; read professional journals; attend relevant workshops and conferences sponsored by the district, county, state, and/or national organizations.</i></p>

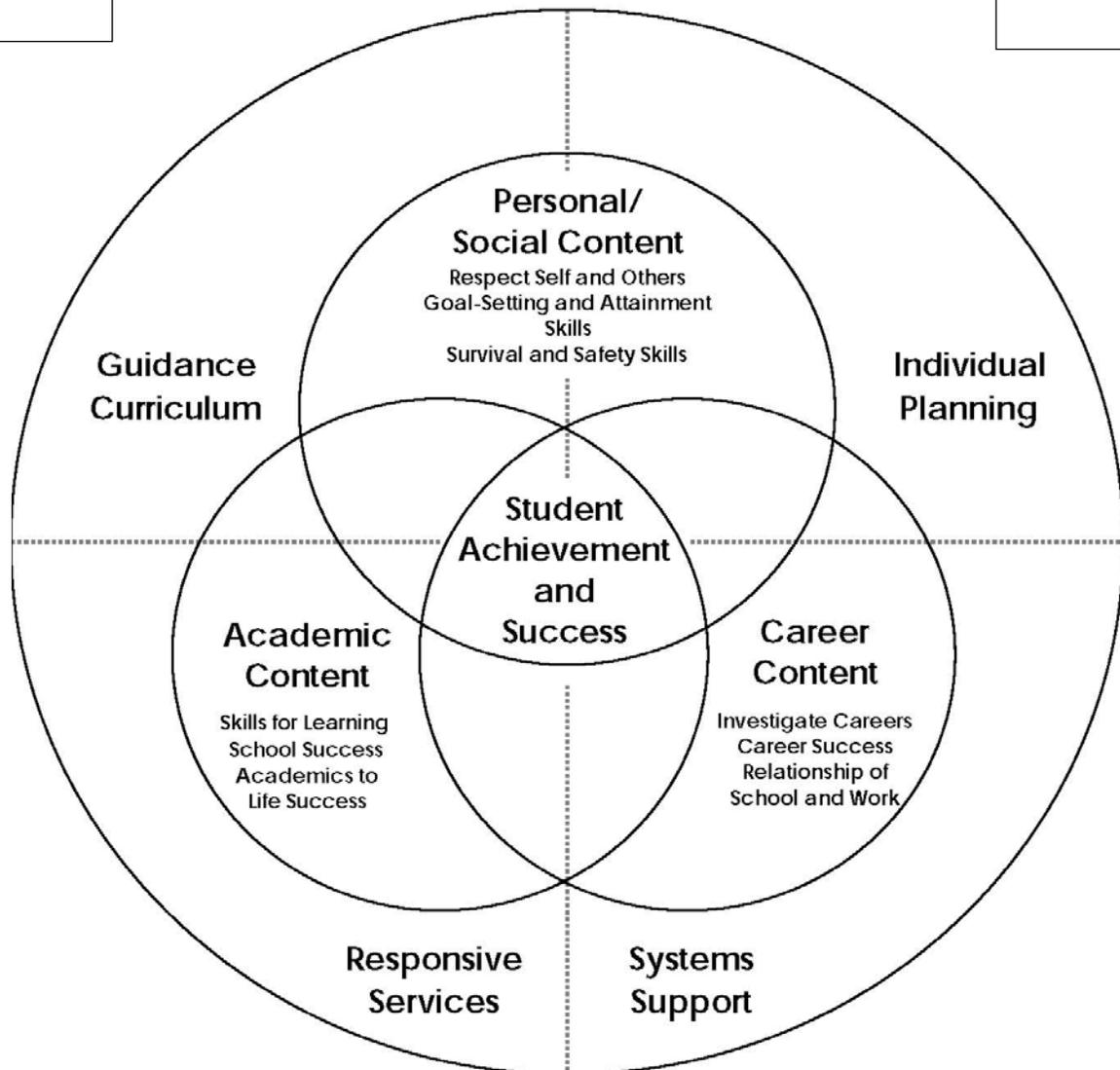
Conceptual Framework of a Comprehensive School Counseling Program

Counseling Curriculum

Structured, development lessons designed to assist students in achieving the desired competencies and to provide all students with the knowledge and skills appropriate for their developmental level.

Individual Planning

School counselors coordinate on-going systematic activities designed to assist students individually in establishing personal goals and developing future plans.



Responsive Services

Activities meeting individual students' immediate needs, usually necessitated by life events or situations and conditions in the students' lives.

Systems Support

The administration and management required to establish, maintain, and enhance the total counseling program.

K-5/K-8 Centers Counselors Program- Four Components

COUNSELING CURRICULUM Provides content in a systematic way for the purpose of skill development and application of skills learned	INDIVIDUAL PLANNING Assist students in planning, monitoring and managing their educational, personal/social and career development goals	RESPONSIVE SERVICES Addresses the immediate concerns of learners. The purpose is prevention, intervention, and referral as needed	SYSTEM SUPPORT Includes program, staff, and school support activities and services. The purpose is to provide support and leadership in program delivery
<p>Areas and Activities Addressed:</p> <p><u>Academic Development</u></p> <ul style="list-style-type: none"> o Skill Development o Employment skill development o Transitioning School Goals (AYP) <p><u>Personal/Social Development</u></p> <ul style="list-style-type: none"> o Conflict resolution o Character education/ Responsive Classroom (CARES) o Violence prevention o Goal setting, decision making o Substance Abuse prevention o Cultural understanding o Self-confidence development o Responsible behavior o Week of Respect & Violence and Vandalism Awareness Week o Harassment, Intimidation, & Bullying Curriculum <p><u>Career Planning</u></p> <ul style="list-style-type: none"> o Career Awareness o 4th Grade Safety Unit – Education Career Pathway o 5th Grade Career Research Task 	<p>Topics Addressed:</p> <p><u>Educational Development</u></p> <ul style="list-style-type: none"> o Setting educational goals, interventions, and assessing o Transitioning needs <p><u>Personal/Social Development</u></p> <ul style="list-style-type: none"> o Setting personal goals o Improvement planning o Behavior Modification Plans 	<p>Topics Addressed:</p> <p><u>Academic Development/School-related concerns:</u></p> <ul style="list-style-type: none"> o Academics o Attendance/Tardiness o Behavior o Special needs o Accommodations <p>Academic Consultation</p> <p><u>Personal/Social Development</u></p> <ul style="list-style-type: none"> o Family/Parent Consultation o Peer conflicts o Coping with stress & anxiety o Crisis management o Grief/loss/death o Relationship concerns o Abuse Substance abuse <p><u>Career Planning</u></p> <ul style="list-style-type: none"> o Job Planning o Assist in identification of support systems o Addressing special needs 	<p>Topics Addressed:</p> <ul style="list-style-type: none"> o Counseling program development, implementation, and assessment o Parent education o Faculty/administrator consultation o Staff development for educators o Counselor professional development o Incorporation of educational initiatives into one of the four guidance components o Research and publishing o Community outreach o Public relations o Student Support Teams o Crisis Management Plans o Comprehensive Study Skills programs o School Improvement initiatives o Special initiative to address behavior and learning o School Safety/Climate Team o HIB Specialist and/or Anti-Bullying Specialist o Peer Mediation program
<p>Counselor Role</p> <ul style="list-style-type: none"> • Structured Groups • Classroom Instruction • Leadership and Consultation 	<p>Counselor Role</p> <ul style="list-style-type: none"> • Assessment • Planning and Placement • Individual conference planning, implementation and assessment 	<p>Counselor Role</p> <ul style="list-style-type: none"> • Individual and small group, crisis and developmental counseling • Consultation • Referral 	<p>Counselor Role</p> <p>Provide leadership, facilitative, and organization skill in:</p> <ul style="list-style-type: none"> • Program management • Leadership and consultation • Professional Development

Middle School Counselors Program- Four Components

COUNSELING CURRICULUM Provides content in a systematic way for the purpose of skill development and application of skills learned	INDIVIDUAL PLANNING Assist students in planning, monitoring and managing their educational, personal/social and career development goals	RESPONSIVE SERVICES Addresses the immediate concerns of learners. The purpose is prevention, intervention, and referral as needed	SYSTEM SUPPORT Includes program, staff, and school support activities and services. The purpose is to provide support and leadership in program delivery
<p>Areas and Activities Addressed:</p> <p><u>Academic Development</u></p> <ul style="list-style-type: none"> o Skill Development o Planning course of study o Employment skill development o Transitioning o School Goals (AYP) <p><u>Personal/Social Development</u></p> <ul style="list-style-type: none"> o Conflict resolution o Character education/Developmental Designs (CARES) o Violence prevention o Goal setting, Decision making o Substance Abuse prevention o Cultural understanding o Self-confidence development o Responsible behavior o Week of Respect & Violence and Vandalism Awareness Week o Sexual Harassment o Harassment, Intimidation, & Bullying Curriculum <p><u>Career Planning</u></p> <ul style="list-style-type: none"> o Career Exploration 	<p>Topics Addressed:</p> <p><u>Educational Development</u></p> <ul style="list-style-type: none"> o Setting educational goals, interventions, and assessing o Transitioning needs o 4-Year and 3-Year Course plans on options <p><u>Personal/Social Development</u></p> <ul style="list-style-type: none"> o Setting personal goals o Improvement planning Behavior Modification Plans <p><u>Career Planning</u></p> <ul style="list-style-type: none"> o Career Assessments 	<p>Topics Addressed:</p> <p><u>Academic Development/School-related concerns:</u></p> <ul style="list-style-type: none"> o Academics o Attendance/Tardiness o Behavior o Special needs o Accommodations Academic Consultation <p><u>Personal/Social Development</u></p> <ul style="list-style-type: none"> o Family/Parent Consultation o Peer conflicts o Coping with stress & anxiety o Crisis management o Grief/loss/death o Relationship concerns o Abuse Substance abuse <p><u>Career Planning</u></p> <ul style="list-style-type: none"> o Job Planning o Assist in identification of support systems o Addressing special needs 	<p>Topics Addressed:</p> <p><u>Counseling program development, implementation, and assessment</u></p> <ul style="list-style-type: none"> o Parent education o Faculty/administrator consultation o Staff development for educators o Counselor professional development o Incorporation of educational initiatives into one of the four guidance components o Research and publishing o Community outreach o Public relations o Student Support Teams o Crisis Management Plans o Comprehensive Study Skills programs o School Improvement initiatives o Special initiative to address behavior and learning o School Safety/Climate Team o HIB Specialist and/or Anti-Bullying Specialist
<p>Counselor Role</p> <ul style="list-style-type: none"> • Structured Groups • Classroom Instruction • Leadership and Consultation 	<p>Counselor Role</p> <ul style="list-style-type: none"> • Assessment • Planning and Placement • Individual conference planning, implementation and assessment 	<p>Counselor Role</p> <ul style="list-style-type: none"> • Individual and small group, crisis and developmental counseling • Consultation • Referral 	<p>Counselor Role</p> <p>Provide leadership, facilitative, and organization skill in:</p> <ul style="list-style-type: none"> • Program management • Leadership and consultation • Professional Development

High School Counselors Program- Four Components

COUNSELING CURRICULUM Provides content in a systematic way for the purpose of skill development and application of skills learned	INDIVIDUAL PLANNING Assist students in planning, monitoring and managing their educational, personal/social and career development goals	RESPONSIVE SERVICES Addresses the immediate concerns of learners. The purpose is prevention, intervention, and referral as needed	SYSTEM SUPPORT Includes program, staff, and school support activities and services. The purpose is to provide support and leadership in program delivery
<p>Areas and Activities Addressed:</p> <p>Academic Development</p> <ul style="list-style-type: none"> o Skill Development o Planning course of study o Employment skill development o Workforce Preparation o Transitioning School Goals (AYP) <p>Personal/Social Development</p> <ul style="list-style-type: none"> o Conflict resolution o Problem Solving o Character education o Violence prevention o Goal setting o Decision making o Substance Abuse prevention o Cross-Cultural understanding o Self-confidence development o Motivation to achieve o Responsible behavior o Communication Skills o Week of Respect & Violence and Vandalism Awareness Week o Harassment, Intimidation, & Bullying Curriculum <p>Career Planning</p> <ul style="list-style-type: none"> o Career decision-making o Career transitions 	<p>Topics Addressed:</p> <p>Educational Development</p> <ul style="list-style-type: none"> o Education Options o Awareness of educational opportunities o Appropriate course selection o Interpretation of test scores o Lifelong learning o Setting educational goals, interventions, and assessing o Transitioning needs -Year and 3-Year Course plans o On-target” and “Reach” Curriculum o Financial needs and resources <p>Personal/Social Development</p> <ul style="list-style-type: none"> o Setting personal goals o Improvement planning o Behavior Modification Plans o Career Planning <p>Career Assessments</p> <ul style="list-style-type: none"> o Job shadowing, mentors, internships, apprenticeships o positive work habits 	<p>Topics Addressed:</p> <p>Academic Development/School-related concerns:</p> <ul style="list-style-type: none"> o Academics o Attendance/Tardiness/Truancy o School avoidance Behavior o Special needs o Accommodations o Academic Consultation o Drop-out prevention <p>Personal/Social Development</p> <ul style="list-style-type: none"> o Family/Parent Consultation o Peer conflicts o Coping with stress & anxiety o Crisis management o Grief/loss/death o Relationship concerns o Family Issues/concerns o Harassment/Bullying issues o Suicide prevention o Substance abuse <p>Career Planning</p> <ul style="list-style-type: none"> o Job Planning o Assist in identification of support systems o Addressing special needs 	<p>Topics Addressed:</p> <ul style="list-style-type: none"> o Counseling program development, implementation, and assessment o Parent education o Faculty/administrator consultation o Staff development for educators o Counselor professional development o Incorporation of educational initiatives into one of the four guidance components o Research and publishing o Community outreach o Public relations o School Board Policies o Professional Association Guidelines and Ethical Standards o Student Support Teams o Crisis Management Plans o Comprehensive Study Skills programs o School Improvement initiatives o Special initiative to address behavior and learning o School Safety/Climate Team o HIB Specialist and/or Anti-Bullying Specialist
<p>Counselor Role</p> <ul style="list-style-type: none"> • Structured Groups • Classroom Instruction • Leadership and Consultation • Building College and Career Awareness 	<p>Counselor Role</p> <ul style="list-style-type: none"> • Assessment • Planning and Placement • Individual conference planning, implementation and assessment • Student skill identification and development 	<p>Counselor Role</p> <ul style="list-style-type: none"> • Individual and small group, crisis and developmental counseling • Consultation • Referral • Academic Intervention & advocacy 	<p>Counselor Role</p> <p>Provide leadership, facilitative, and organization skill in:</p> <ul style="list-style-type: none"> • Program management • Leadership and consultation • Professional Development • Professional Collaboration

Evaluation Methods

Program evaluation and assessment are the keys to evaluation program outcomes and continued development of curriculum to improve guidance and counseling program. Yearly assessment of goals and program outcomes provides useful data to communicate the effectiveness of the guidance and counseling program.

- Professional Development- ensures that counselors regularly update their knowledge and skills. This professional development should focus on skills related to their role as Professional School Counselors.
- Community Outreach-enables school counselors to be more knowledgeable about community resources and services. Making connections and maintain active networking with local agencies is an important part of an effective comprehensive guidance and counseling program.
- Resource and Material Development-encompasses a variety of research materials such as self-help booklets, career and employment information materials, guides for post-secondary planning, newsletters, websites and other related resources.
- Program Operations and Management-may include the development and monitoring of budget, staff and personnel and equipment needed on a yearly basis.

Benefits of Comprehensive Guidance and School Counseling Program

Benefits for Students

1. Promotes knowledge and assistance in career exploration and development.
2. Develops decision-making skills.
3. Increases knowledge of self and others.
4. Broadens knowledge of our changing world.
5. Increases opportunities for counselor-student interaction.

Benefits for Parents

1. Provides support for parents regarding their child's educational development.
2. Develops a system for a child's long-range planning.
3. Increases opportunities for parent/counselor interaction.
4. Enables parents to obtain resources when needed.

Benefits for Teachers

1. Encourages positive, supportive working relationships.
2. Enhances the role of the counselor as a resource person.

Benefits for Business, Industry and Labor

1. Provides increased opportunity for collaboration among counselors and business, industry, and labor communities.
2. Enhances the role of the counselor as a resource person.
3. Increases opportunities for business, industry and labor to participate actively in the total school program.
4. Provides a potential work force with decision-making skills, pre-employment skills, and increased worker maturity.

Benefits for Boards of Education

1. Provides rationale for including a comprehensive school counseling program in the school system.
2. Provides program information to district patrons.
3. Provides ongoing information about student competencies attained through program efforts.
4. Provides a basis for allocating funds for guidance programs.

Benefits for Administrators

1. Provides program structure with specific content.
2. Provides a means of evaluating guidance program efforts (accountability).
3. Enhances the image of the guidance program in the community.

Benefits for Professional School Counselors

1. Provides a clearly defined role and function.
2. Eliminates non-guidance functions.
3. Offers the opportunity reach a large majority of students.
4. Provides a framework for program management.
5. Outlines clearly defined responsibilities for specific student competencies.

Benefits for Support Staff

1. Provides school psychologists, social workers and support staff personnel staff with a clearly defined role and function of the counselor.
2. Clarifies areas of overlapping responsibilities.
3. Encourages a positive team approach enhancing cooperative work relationships.

Note: "Benefits" adapted from The Missouri Comprehensive Guidance Program, Missouri State Department of Education

Monthly Themes

Month	Theme	Topics of Interest
September	Diversity and Transitions	<ul style="list-style-type: none"> ▪ Cultural Diversity ▪ Time Management ▪ Organizational Skills
October	Harassment, Intimidation and Bullying (HIB) Awareness	<ul style="list-style-type: none"> ▪ Anti-Violence ▪ Week of Respect ▪ School Safety ▪ Substance Abuse
November	Trustworthiness and Self Respect	<ul style="list-style-type: none"> ▪ Pillars of Character Education ▪ Honesty and Friendships
December	Responsibility	<ul style="list-style-type: none"> ▪ Decision Making ▪ Stress and Conflict
January	Citizenship/ Goal Setting	<ul style="list-style-type: none"> ▪ Community Services ▪ Personal/Academic Portfolio
February	Multiculturalism Awareness	<ul style="list-style-type: none"> ▪ Celebrating cultures ▪ Historical Events
March	Caring, Testing and Study Skills	<ul style="list-style-type: none"> ▪ Study Skills ▪ Feelings
April	Fairness and Sharing	<ul style="list-style-type: none"> ▪ Peer Support ▪ Team Building
May	Career Awareness and Transition	<ul style="list-style-type: none"> ▪ Career Day ▪ College and Job – Readiness
June	Transition/Summer Learning	<ul style="list-style-type: none"> ▪ Mentoring ▪ Career Planning ▪ Summer Employment and Safety

K-12 Comprehensive Guidance Model

The guidance curriculum is composed of organized lessons and activities that provide knowledge information and skills developmentally and sequentially in the areas of academic development, career development and personal/social development. Counselors and other certified professionals deliver the curriculum in several ways. Large group settings, such as classroom presentations, assemblies and evening programs offer an opportunity to reach the largest number of students and parents. Small group meetings are utilized to address specific developmental issues as well as disseminating specific information. Counselors also partner with teachers in various departments in the planning and/or presentation of the curriculum.

Kindergarten						
Month	ASCA standards and domain	Objectives	Essential Questions	Activity/lesson	CCSS	Assessment
<p>September: <i>Diversity and Transitions</i></p>	<p>Personal/Social Development:</p> <p>Standard A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.</p> <p>PS:A2 Acquire Interpersonal Skills</p>	<ul style="list-style-type: none"> Describe the differences & similarities between a right and a responsibility. Describe ways that people are different. Recognize unique personal traits and positive attributes in self and others. Understand the qualities needed to acquire and maintain friendship. 	<ul style="list-style-type: none"> What does it mean to be responsible? How can we demonstrate responsibility? Is it important to respect the rights of others even if they are different from you? What qualities would you look for in a good friend? 	<ul style="list-style-type: none"> Class Rules Create class rules and includes the incentives &/or consequences for following &/or not following the rules. Character Trait Chat Develop a character trait chart showing diversity (focusing on the rights & responsibilities of others). Friendship Wheel Students will create a friendship wheel that highlights what they look for in a friend. 'The Many Faces of Me' Students will begin to develop effective communication skills by learning how to express different types of feelings. 'Feelings Thermometer' Students will create a thermometer that will be used to share how they are feeling that day. Teach children the 'Feelings Song' 	<p><u>CCSS.ELA-Literacy.RL.K.1</u> Ask and answer questions about key details in a text.</p> <p><u>CCSS.ELA-Literacy.RL.K.4</u> Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p><u>CCSS.ELA-Literacy.SL.K.1</u> Participate in collaborative conversations with diverse partners about topics <i>and texts</i> with peers and adults in small and larger groups.</p> <p><u>CCSS.ELA-Literacy.SL.K.4</u> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	<ul style="list-style-type: none"> Class rules will be posted in classroom. Completed character trait chart will be posted in classroom. Completion of friendship wheel. Complete 'Feeling Thermometer' poem and share with class. Observations & anecdotal records.

<i>Kindergarten</i>						
<u>Month</u>	<u>ASCA standards and domain</u>	<u>Objectives</u>	<u>Essential Questions</u>	<u>Activity/lesson</u>	<u>CCSS</u>	<u>Assessment</u>
<p>October: <i>HIB Awareness</i> (Harassment, Intimidation and Bullying)</p>	<p>Personal/Social Development:</p> <p>Standard A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others</p> <p>PS:A1 Acquire Self-knowledge; PS:A2 Acquire Interpersonal Skills</p>	<ul style="list-style-type: none"> Learn about the differences between appropriate and inappropriate physical contact. Be able to set boundaries, to understand the rights of others and self, and understand personal privacy. Use a decision making and problem solving model to make safe and healthy choices. Know how to apply conflict resolution skills. 	<ul style="list-style-type: none"> How can you tell when someone is touching you in an inappropriate way? What does bullying mean & who is a bully? What do you think you can do when confronted by a bully? What are the steps in problem-solving & who should you go to if you are having a problem? 	<ul style="list-style-type: none"> <u>Good Touch/Bad Touch</u> Classroom discussion on good touch, bad touch & what that means. <u>Defining Bullying</u> Class discussion on what bullying is & the different ways that it occurs. <u>Role Play</u> Act out different situations of people being bullied. <u>'Be Cool' Chart</u> Students will develop strategies for being cool when dealing with bullying. <u>'I Just Don't Like the Sound of the Word No' by Julia Cook</u> Read & have class discussion on how to deal with bullies. Students will share their understanding of what a conflict is & identify different ways to handle. <u>School/Community Support</u> Students will identify people within their schools and community that could go to for assistance. 	<p><u>CCSS.ELA-Literacy.SL.K.1</u> Participate in collaborative conversations with diverse partners about <i>topics and texts</i> with peers and adults in small and larger groups</p> <p><u>CCSS.ELA-Literacy.W.K.5</u> With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p><u>CCSS.ELA-Literacy.W.K.7</u> Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).</p>	<ul style="list-style-type: none"> Using puppetry students will correctly identify good touch/bad touching. Students will successfully defuse the situation. Using the problem-solving steps students will write a story that demonstrates their understanding of the process. Completion of '1be Cool' chart. Develop list of people who they can consider as support. Observations & anecdotal records

<i>Kindergarten</i>						
<u>Month</u>	<u>ASCA standards and domain</u>	<u>Objectives</u>	<u>Essential Questions</u>	<u>Activity/lesson</u>	<u>CCSS</u>	<u>Assessment</u>
<p>November: <i>Trustworthiness</i></p>	<p>Academic Development:</p> <p>Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.</p> <p>A:A1 Improve Academic Self-concept</p>	<ul style="list-style-type: none"> Identify attitude & behaviors that will lead to successful learning. Learn how to work cooperatively & independently. Students will become a self-directed and independent learner. 	<ul style="list-style-type: none"> What does it mean to be trustworthy? What attitude & behavior will determine that someone is trustworthy? Describe what would happen if one person did not complete their assignment? What qualities do you need to become an independent learner? 	<ul style="list-style-type: none"> <u>'The Boy Who Cried Wolf'</u> Read above book & have class discussion on the importance of telling the truth at all times. <u>'Be A Good Egg'</u> Through the observation of an egg shell rotting overtime discuss what happens when a person loses someone trust. <u>Brainstorming</u> As a class, brainstorm all the excuses and rationalizations people give for lying, cheating, and stealing, and then have a discussion about them. How valid are they? What's wrong with each of them and how it impacts on learning? <u>Class Discussion</u> Discuss the difference between tattling to get someone in trouble & tattling to get someone out of trouble. <u>'The Little Engine that Could' or 'Little Toot'</u> Read either book or both & have students create posters that show how actions & positive attitudes can help them to accomplish anything-even if they are little & help them to show what kind of person they are. 	<p><u>CCSS.ELA-Literacy.SL.K.1</u> Participate in collaborative conversations with diverse partners about <i>topics and texts</i> with peers and adults in small and larger groups</p> <p><u>CCSS.ELA-Literacy.W.K.5</u> With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p><u>CCSS.ELA-Literacy.W.K.7</u> Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).</p>	<ul style="list-style-type: none"> Completed journals with classroom discussions that supports their understanding. Oral evaluation of students understanding of the concept of trustworthiness. Development of a list of trustworthy behaviors that impact learning. Observations & anecdotal notes.

<i>Kindergarten</i>						
<u>Month</u>	<u>ASCA standards and domain</u>	<u>Objectives</u>	<u>Essential Questions</u>	<u>Activity/lesson</u>	<u>CCSS</u>	<u>Assessment</u>
<p>December: <i>Responsibilities</i></p>	<p>Academic Development:</p> <p>Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.</p> <p>A:A1 Improve Academic Self-concept; A:A3 Achieve School Success</p>	<ul style="list-style-type: none"> Accept mistakes as essential to the learning process. Take pride in work and achievement. Identify attitudes and behaviors that lead to successful learning. Take responsibility for their actions. Recognize when to ask for help. 	<ul style="list-style-type: none"> Do you consider yourself to be a responsible person? Why? In what ways? Does it matter to you whether or not people think of you as responsible? Why, or why not? What difference does it make to you whether or not your friends are responsible people? What is good about being a responsible person? 	<ul style="list-style-type: none"> <u>What is Responsible Behaviors</u> Have students define what it means to be responsible. In small groups have them come up with examples of responsible behavior & post throughout the class for future reference. <u>‘Sparky Saves the Galaxy’ by Michelle Borba</u> Discuss how Sparky was helpful, kind & friendly & how he/she solved the problem. <u>‘Responsibility Circle’</u> Define problem solving, accepting others, being helpful, kind & friendly & rights responsibility. Give examples of how students demonstrate these traits. <u>Role Play</u> Take the examples from activity above, and turn them into role-playing situations. The kids can act them out themselves or use puppets. First, have them role-play the irresponsible behavior, and then, the responsible behavior. Have the group critique each of the role-plays. 	<p><u>CCSS.ELA-Literacy.SL.K.1</u> Participate in collaborative conversations with diverse partners about <i>topics and texts</i> with peers and adults in small and larger groups</p> <p><u>CCSS.ELA-Literacy.SL.K.4</u> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p><u>CCSS.ELA-Literacy.W.K.5</u> With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p>	<ul style="list-style-type: none"> Successfully identify examples that demonstrate responsible behaviors. Completed posters. Completion of Responsibility Circle Chart. Teacher documentation on ‘Responsibility Circle’ Observations & anecdotal notes.

<i>Kindergarten</i>						
<u>Month</u>	<u>ASCA standards and domain</u>	<u>Objectives</u>	<u>Essential Questions</u>	<u>Activity/lesson</u>	<u>CCSS</u>	<u>Assessment</u>
<p>January: <i>Citizenship/ Goal setting</i></p>	<p>Academic Development:</p> <p>Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.</p> <p>Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.</p> <p>A:A1 Improve Academic Self-concept</p>	<ul style="list-style-type: none"> Take pride in work and achievement. Take responsibility for their actions. Use problem solving and decision making skills to reach an academic goal. 	<ul style="list-style-type: none"> What does citizenship mean? Why is citizenship important? Do you think you are a good citizen and why do you think so? What can you do to make the world a better place (i.e.-classroom, school & home)? What goals to do you need to set to become the best citizen that you can be in life? How can cooperating with each other help to make you a good citizen? What makes your neighborhood or community a nice place to live? What could you do to make your neighborhood or 	<ul style="list-style-type: none"> <u>Brainstorming Activity</u> Document students' responses. Ask for specific examples of each behavior they identify. <u>Role Play</u> Take the examples from above, and turn them into role-play situations. The students can act them out themselves or use puppets. Role-play poor citizenship, and then, good citizenship. Have the group critique each of the role-plays. <u>Citizen Ants Activity</u> Teaching students that taking responsibility to do our part and care for our community we can make it great. <u>Intentional Read Aloud</u> Chose a story to read & discuss with class. Examples would be: <ul style="list-style-type: none"> Franklin Meets the President, by Paulette Bourgeois I am America, by Charles Smith Jr. 	<p><u>CCSS.ELA-Literacy.SL.K.1</u> Participate in collaborative conversations with diverse partners about <i>topics and texts</i> with peers and adults in small and larger groups</p> <p><u>CCSS.ELA-Literacy.RI.K.4</u> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p><u>CCSS.ELA-Literacy.RI.K.5</u> Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p> <p><u>CCSS.ELA-Literacy.RI.K.6</u> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p><u>CCSS.ELA-</u></p>	<ul style="list-style-type: none"> Teacher observations. Group projects. Writing assignments. Self-assessment. Monitor grades, disciplinary reports, attendance.

			community a better place?	<ul style="list-style-type: none"> ○ Vote for Me! by Kirsten Hall ● Heroes Have a class discussion about heroes. Have kids select their heroes and draw/write about them. Introduce the idea of heroes as people who do things to help others. 	<p><u>Literacy.W.K.7</u> Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).</p>	
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Plainfield Public Schools

<u>Month</u>	<u>ASCA standards and domain</u>	<u>Objectives</u>	<u>Essential Questions</u>	<u>Activity/lesson</u>	<u>CCSS</u>	<u>Assessment</u>
<p>January: <i>Citizenship/ Goal setting</i> (cont.)</p>	<p>Personal/Social Development: Standard A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.</p> <p>PS:B1 Self-knowledge Application;</p> <p>Career Development: Standard C: Students will understand the relationship between personal qualities, education, training and the world of work.</p> <p>C:A1 Develop Career Awareness</p>	<ul style="list-style-type: none"> • Demonstrate cooperative behavior in groups. • Learn to work cooperatively with others as a team member. 	<ul style="list-style-type: none"> • What does the word "cooperate" mean? • What makes working in group's fun? • What can make it not fun? • Can you name some things you do at school that require cooperating? • Can you name some things you do at home? • What makes you feel like an important part of a group? • What is the difference between cooperating and just going along with the group? 	<ul style="list-style-type: none"> • Teamwork Activity Break the class or group into small teams (five children per team is a good number). Their assignment is to invent a new animal. They must name it, draw it, and decide how and where it lives. Afterward, have each team present its animal to the class and tell exactly how they worked together to create it. • How to Cooperate Poster Design a "How to Cooperate" poster that illustrates the cooperative behaviors listed at the top of this column. Keep it displayed on a wall. • Goal Setting Teach children to conceptualize long-term goal-setting by creating a movie or presentation about their goals. 	<p><u>CCSS.ELA-Literacy.SL.K.1</u> Participate in collaborative conversations with diverse partners about <i>topics and texts</i> with peers and adults in small and larger groups</p> <p><u>CCSS.ELA-Literacy.RI.K.4</u> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p><u>CCSS.ELA-Literacy.RI.K.5</u> Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p> <p><u>CCSS.ELA-Literacy.RI.K.6</u> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p>	<ul style="list-style-type: none"> • Teacher observations. • Group projects. • Writing assignments. • Self-assessment. • Monitor grades, disciplinary reports, attendance.

					<u>CCSS.ELA-Literacy.W.K.7</u> Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	
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<i>Kindergarten</i>						
<u>Month</u>	<u>ASCA standards and domain</u>	<u>Objectives</u>	<u>Essential Questions</u>	<u>Activity/lesson</u>	<u>CCSS</u>	<u>Assessment</u>
<p>February: <i>Multi-cultural awareness</i></p>	<p>Personal/Social Development:</p> <p>Standard A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.</p> <p>Standard B: Students will make decisions, set goals and take necessary action to achieve goals.</p> <p>Standard C: Students will understand safety and survival skills.</p> <p>PS:A2 Acquire Interpersonal Skills; PS:B1 Self-knowledge Application; PS:C1 Acquire Personal Safety Skills</p>	<ul style="list-style-type: none"> Recognize, accept and appreciate ethnic and cultural diversity. Recognize, accept, respect and appreciate individual differences. Recognize and respect differences in various family configurations. Demonstrate a respect and appreciation for individual and cultural differences. Know when peer pressure is influencing a decision. 	<ul style="list-style-type: none"> What do you think the word would like if everybody looked and acted the same? How are you different and the same as your peers and should these differences and similarities affect how you are treated or vice or versa? Who makes up a family? How would you react if a person from a different ethnic background joins your family? What would you do if your friends tell you not to play with the new student because they are different? 	<ul style="list-style-type: none"> <u>Skin-Color Match-Ups</u> Using a number of knee high stockings in various shades, teach students that no one's skin color is really white, pink, yellow or red. Emphasize skin color differences is interesting & desirable. <u>Alike and Different (Thumbprints)</u> Through the use of students thumb print have students identify the differences in their fingerprint from each other. <u>Who's in My Family</u> Students will write story about who makes up their family and as a class discuss the different types of class. <u>Friendship Snack Activity</u> Through the use of different types of snacks teach students that individually they are delicious but when mixed together they create a blended yet delicious snack. <u>Role Play</u> Role play situation where new student is left out & discuss how that person might feel. Then after discussion role play the reverse situation. 	<p><u>CCSS.ELA-Literacy.SL.K.4</u> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p><u>CCSS.ELA-Literacy.RI.K.1</u> Ask and answer questions about key details in a text.</p> <p><u>CCSS.ELA-Literacy.RI.K.2</u> Identify the main topic and retell key details of a text.</p> <p><u>CCSS.ELA-Literacy.RI.K.3</u> Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p><u>CCSS.ELA-Literacy.W.K.3</u> Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>	<ul style="list-style-type: none"> Teacher observations. Group projects. Writing assignments. Self-assessment. Monitor grades, disciplinary reports, attendance.

<i>Kindergarten</i>						
<u>Month</u>	<u>ASCA standards and domain</u>	<u>Objectives</u>	<u>Essential Questions</u>	<u>Activity/lesson</u>	<u>CCSS</u>	<u>Assessment</u>
<p>March: <i>Caring and testing (study skills)</i></p>	<p>Personal/Social Development:</p> <p>Standard A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.</p> <p>Standard C: Students will understand safety and survival skills.</p> <p>PS:A2 Acquire Interpersonal Skills; PS:C1 Acquire Personal Safety Skills</p>	<ul style="list-style-type: none"> Learn how to make and keep friends. Foster sensitivity toward people with disabilities. Identify and express feelings. Name people in the school and community who can help in different situations. 	<ul style="list-style-type: none"> What makes people care about others? What do you think the world would look like if no one cares about anybody else? What things could you do (or, have you done) that would help somebody who needs it? How do you feel when people show that they really care about you? Do you consider yourself a caring person? In what ways are you a caring person? 	<ul style="list-style-type: none"> <u>Caring Word Toss</u> Show how nice it feels to share kind caring words with their classmates. <u>Intentional Read Aloud</u> Read a book to the kids whose theme is consideration for others, for example, <i>The Little Red Hen</i> by Paul Galdone. Discuss ways the characters are not being considerate and how they could of have acted differently. <u>Making it Better Poster</u> Design a poster that outlines things they can do to make their class/school a better place. <u>Role Play</u> Take some of the behavioral examples from activity and turn them into role-play situations. First have them role-play the uncaring behavior, and then the caring behavior & have them discuss each. 	<p><u>CCSS.ELA-Literacy.SL.K.1</u> Participate in collaborative conversations with diverse partners about <i>topics and texts</i> with peers and adults in small and larger groups.</p> <p><u>CCSS.ELA-Literacy.SL.K.4</u> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p><u>CCSS.ELA-Literacy.SL.K.5</u> Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>	<ul style="list-style-type: none"> Teacher observations. Group projects. Writing assignments. Self-assessment. Monitor grades, disciplinary reports, attendance.

				<ul style="list-style-type: none"> <u>Caring Hearts</u> Promote caring and compassionate acts with small rewards and special distinctions in the classroom. Use the scenario where a student has lost everything in a house fire. Have students tell what they can do as a class to help. <u>Teaching Test Taking Skills</u> Use various activities to develop listening & following direction skills 	<p><u>CCSS.ELA-Literacy.W.K.1</u> Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p><u>CCSS.ELA-Literacy.W.K.5</u> With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p>	
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<i>Kindergarten</i>						
<u>Month</u>	<u>ASCA standards and domain</u>	<u>Objectives</u>	<u>Essential Questions</u>	<u>Activity/lesson</u>	<u>CCSS</u>	<u>Assessment</u>
<p>April: <i>Fairness (sharing)</i></p>	<p>Personal/Social Development:</p> <p>Standard A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.</p> <p>PS:A2 Acquire Interpersonal Skills</p>	<ul style="list-style-type: none"> Recognize that everyone has rights and responsibilities Respect alternative points of view Recognize, accept, respect and appreciate individual differences Learn how to make and keep friends 	<ul style="list-style-type: none"> In every situation is it possible to be fair to everyone? Should you try? Why, or why not? What does treating people fairly mean? Does fairness mean everyone gets the same amount, like an equal piece of a chocolate bar? Does fairness mean enforcing the rules for everyone, even if it means losing a game? How should you treat people who are not fair with you? How does fairness affect your relationships with other people - your friends, for example? 	<ul style="list-style-type: none"> <u>The Do's & Don'ts of Being Fair</u> Have your class brainstorm a list of do's and don'ts for being fair. Ask for specific examples of each behavior they identify. Compare their list with the one at the top of this page. Hang the list up on the wall as a reminder. <u>Fairness Activity</u> After defining fairness ask students what it means if someone shows favoritism. Conduct activity where one group is treated differently. <u>Role Play</u> Using examples stated above allow students to act out what it is like to be treated unfairly or not to share. <u>Intention Read Aloud</u> Read 'This Is Our House' by Michael Rosen & discuss turnabout & fair-play. 	<p><u>CCSS.ELA-Literacy.SL.K.4</u> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p><u>CCSS.ELA-Literacy.RI.K.1</u> Ask and answer questions about key details in a text.</p> <p><u>CCSS.ELA-Literacy.SL.K.1</u> Participate in collaborative conversations with diverse partners about <i>topics and texts</i> with peers and adults in small and larger groups</p>	<ul style="list-style-type: none"> Teacher observations. Group projects. Writing assignments. Self-assessment. Monitor grades, disciplinary reports, attendance.

<i>Kindergarten</i>						
<u>Month</u>	<u>ASCA standards and domain</u>	<u>Objectives</u>	<u>Essential Questions</u>	<u>Activity/lesson</u>	<u>CCSS</u>	<u>Assessment</u>
<p>May/June: <i>Career Awareness and Transitions</i></p>	<p>Career Development:</p> <p>Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions</p> <p>Standard B: Students will employ strategies to achieve future career goals with success and satisfaction.</p> <p>Standard C: Students will understand the relationship between personal qualities, education and the world of work. C:A1 Develop Career Awareness; C:B1 Acquire Career Information; C:C2 Apply Skills to Achieve Career Goals</p>	<ul style="list-style-type: none"> Define work and understand why people work. Recognize own interests and abilities. Understand the importance of responsibility and effort in any job. Learn about traditional and non-traditional occupations. Realize that interests and choices may change. 	<ul style="list-style-type: none"> What are some things that we need to do to prepare for career? What would you like to be when you grow-up? Why is it important to have a career? Why is it important to do well in school? How can the decisions you make in 1st grade affect your career? Do you think it is important to start thinking about your career in 1st grade & if so why or why not? Examine your responsibility as a student to earn good grades. How can these responsibilities help you to do well in your career? 	<ul style="list-style-type: none"> <u>When I Grow-up</u> Draw & write a composition about what they would like to be when they grow-up. <u>Brainstorming</u> Develop a list of potential career interests. Based on the outcome have students dress up as what they would like to be when they grow up. <u>Career Day Preparation</u> Have students generate a list of questions that they would like to ask presenters during career day. <u>Career Day</u> Invited community representatives will provide an overview of what their jobs entail focusing on what they did to get to where they are, and how education impacted on their career choice. 	<p><u>CCSS.ELA-Literacy.SL.K.4</u> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p><u>CCSS.ELA-Literacy.RI.K.1</u> Ask and answer questions about key details in a text.</p> <p><u>CCSS.ELA-Literacy.SL.K.1</u> Participate in collaborative conversations with diverse partners about <i>topics and texts</i> with peers and adults in small and larger groups</p>	<ul style="list-style-type: none"> Teacher observations. Group projects. Writing assignments. Self-assessment. Monitor grades, disciplinary reports, attendance.

Grade 1						
Month	ASCA standards and domain	Objectives	Essential Questions	Activity/lesson	CCSS	Assessment
<p>September: <i>Diversity and Transitions</i></p>	<p>Personal/Social Development</p> <p>Standard A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.</p> <p>PS:A2 Acquire Interpersonal Skills</p>	<ul style="list-style-type: none"> Describe the differences & similarities between a right and a responsibility. Describe ways that people are different. Recognize unique personal traits and positive attributes in self and others Understand the qualities needed to acquire and maintain friendship. 	<ul style="list-style-type: none"> What does it mean to be responsible? How can we demonstrate responsibility? Is it important to respect the rights of others even if they are different from you? What qualities would you look for in a good friend? 	<ul style="list-style-type: none"> Class Rules Create class rules and includes the incentives &/or consequences for following &/or not following the rules. Character Trait Chat Develop a character trait chart showing diversity (focusing on the rights & responsibilities of others). Friendship Wheel Students will create a friendship wheel that highlights what they look for in a friend. “I Am Poem” Students will write an ‘I Am’ poem. 	<p><u>CCSS.ELA-Literacy.RL.1.1</u> Ask and answer questions about key details in a text.</p> <p><u>CCSS.ELA-Literacy.RL.1.4</u> Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p><u>CCSS.ELA-Literacy.SL.1.1</u> Participate in collaborative conversations with diverse partners about topics <i>and texts</i> with peers and adults in small and larger groups.</p> <p><u>CCSS.ELA-Literacy.SL.1.4</u> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p><u>9.2: Consumer, Family, and Life Skills –</u> All students will demonstrate critical life skills in order to be functional members of society.</p>	<ul style="list-style-type: none"> Class rules will be posted in classroom Completed character trait chart will be posted in classroom Completion of friendship will. Complete ‘I Am’ poem and share with class.

Grade 1						
Month	ASCA standards and domain	Objectives	Essential Questions	Activity/lesson	CCSS	Assessment
<p>October: <i>HIB Awareness</i></p>	<p>Personal/Social Development</p> <p>Standard A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others</p> <p>PS:A1 Acquire Self-knowledge</p> <p>PS:A2 Acquire Interpersonal Skills</p>	<ul style="list-style-type: none"> Learn about the differences between appropriate and inappropriate physical contact Be able to set boundaries, to understand the rights of others and self, and understand personal privacy Use a decision making and problem solving model to make safe and healthy choices Know how to apply conflict resolution skills 	<ul style="list-style-type: none"> How can you tell when someone is touching you in an inappropriate way? How can you tell someone that they are in your personal space? What are the steps in problem-solving & who should you go to if you are having a problem? What does conflict mean to you and list things that you would do to prevent conflict? 	<ul style="list-style-type: none"> Good Touch/Bad Touch Classroom discussion on good touch, bad touch & what that means. Role Play Role play various situations where students must deal with people evading their space. KWL Chart Create a KWL Chart: K-What I know; W-What I want to know; L-What I learned. Followed by a classroom discussion & lesson on problem-solving. School/Community Support Students will identify people within their schools and community that could go to for assistance. Defining Conflict Students will share their understanding of what a conflict is & identify different ways to handle. 	<p><u>CCSS.ELA-Literacy.SL.1.1</u> Participate in collaborative conversations with diverse partners about <i>topics and texts</i> with peers and adults in small and larger groups</p> <p><u>CCSS.ELA-Literacy.W.1.5</u> With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p><u>CCSS.ELA-Literacy.W.1.7</u> Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).</p>	<ul style="list-style-type: none"> Using puppetry students will correctly identify good touch/bad touching. Students will successfully defuse the situation. Using the problem-solving steps students will write a story that demonstrates their understanding of the process. Develop list of people who they can consider as support.

Plainfield Public Schools Grade 1						
Month	ASCA standards and domain	Objectives	Essential Questions	Activity/lesson	CCSS	Assessment
<p>November: <i>Trustworthiness</i></p>	<p>Academic Development</p> <p>Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.</p> <p>A:A1 Improve Academic Self-concept</p>	<ul style="list-style-type: none"> Identify attitude & behaviors that will lead to successful learning. Learn how to work cooperatively & independently Students will become a self-directed and independent learner 	<ul style="list-style-type: none"> What does it mean to be trustworthy? What attitude & behavior will determine that someone is trustworthy? Describe what would happen if one person did not complete their assignment? What qualities do you need to become an independent learner? 	<ul style="list-style-type: none"> Trustworthy Journal Students will keep a trustworthy journal for a week and identify when they or someone they know are being honest/dishonest for a week. Then have a classroom discussion about how those made them feel. Brainstorming As a class, brainstorm all the excuses and rationalizations people give for lying, cheating, and stealing, and then have a discussion about them. How valid are they? What's wrong with each of them and how it impacts on learning? Trustworthy Behaviors Give four specific trustworthiness behaviors. Write these behaviors on the board. Have the children think of as many examples of each behavior as they can, and write them on the board. Can they think of any other trustworthiness behaviors that should be added to the list? Have a discussion about these behaviors and then make posters of these behaviors to put up around the school. 	<p><u>CCSS.ELA-Literacy.SL.1.1</u> Participate in collaborative conversations with diverse partners about <i>topics and texts</i> with peers and adults in small and larger groups</p> <p><u>CCSS.ELA-Literacy.W.1.5</u> With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p><u>CCSS.ELA-Literacy.W.1.7</u> Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).</p>	<ul style="list-style-type: none"> Completed journals with classroom discussions that supports their understanding. Oral evaluation of students understanding of the concept of trustworthiness. Development of list trustworthy behaviors that impacts learning.

Grade 1						
Month	ASCA standards and domain	Objectives	Essential Questions	Activity/lesson	CCSS	Assessment
December: <i>Responsibilities</i>	<p>Academic Development</p> <p>Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.</p> <p>A:A1 Improve Academic Self-concept</p> <p>A:A3 Achieve School Success</p>	<ul style="list-style-type: none"> Accept mistakes as essential to the learning process Take pride in work and achievement Identify attitudes and behaviors that lead to successful learning Take responsibility for their actions Recognize when to ask for help 	<ul style="list-style-type: none"> Do you consider yourself to be a responsible person? Why? In what ways? Does it matter to you whether or not people think of you as responsible? Why, or why not? What difference does it make to you whether or not your friends are responsible people? What is good about being a responsible person? 	<ul style="list-style-type: none"> What is Responsible Behaviors Using the following guidelines that demonstrate a responsible behavior have students give examples of these guidelines: <ul style="list-style-type: none"> Be reliable and dependable; when you agree to do something, do it. Take care of your own business. Don't make others do what you are supposed to do. Take responsibility for your actions; don't make excuses or blame others. Use your head; think before you act; imagine the consequences. Role Play Take the examples from activity #1, above, and turn them into role-playing situations. The kids can act them out themselves or use puppets. First, have them role-play the irresponsible behavior, and then, the responsible behavior. Have the group critique each of the role-plays. 	<p><u>CCSS.ELA-Literacy.SL.1.1</u> Participate in collaborative conversations with diverse partners about <i>topics and texts</i> with peers and adults in small and larger groups</p> <p><u>CCSS.ELA-Literacy.SL.1.4</u> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p><u>CCSS.ELA-Literacy.W.1.5</u> With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p>	<ul style="list-style-type: none"> Successfully identify examples that demonstrate responsible behaviors.

Grade 1						
<u>Month</u>	<u>ASCA standards and domain</u>	<u>Objectives</u>	<u>Essential Questions</u>	<u>Activity/lesson</u>	<u>CCSS</u>	<u>Assessment</u>
<p>January: <i>Citizenship/ Goal setting</i></p>	<p>Academic Development Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.</p> <p>Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.</p> <p>A:A1 Improve Academic Self-concept</p> <p>PS:B1 Self-knowledge Application</p>	<ul style="list-style-type: none"> Take pride in work and achievement Take responsibility for their actions Use problem solving and decision making skills to reach an academic goal Demonstrate cooperative behavior in groups Learn to work cooperatively with others as a team member 	<ul style="list-style-type: none"> What makes someone a good citizen? Do you think you are a good citizen and why do you think so? What can you do to make the world a better place – i.e. classroom, school & home? What goals do you need to set to become the best citizen that you can be n life? How can cooperating with each other help to make you a good citizen? What makes your neighborhood or community a nice place to live? What could you do to make your neighborhood or community a better place? 	<ul style="list-style-type: none"> <u>Do's & Don'ts of Citizenship</u> Have your class brainstorm a list of do's and don'ts for citizenship. Ask for specific examples of each behavior they identify. <u>Role Play</u> Take the rules from #1, above, and turn them into role-play situations. The kids can act them out themselves or use puppets. Role-play poor citizenship, and then, good citizenship. Have the group critique each of the role-plays. <u>Community Service Project</u> Have the class identify needs in the school or community, and plan a service project to meet those needs. <u>Heroes</u> Have a class discussion about heroes. Have kids select their heroes and write about them. Introduce the idea of heroes as people who do things to help others. 	<p><u>CCSS.ELA-Literacy.SL.1.1</u> Participate in collaborative conversations with diverse partners about <i>topics and texts</i> with peers and adults in small and larger groups</p> <p><u>CCSS.ELA-Literacy.RI.1.4</u> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p><u>CCSS.ELA-Literacy.RI.1.5</u> Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p> <p><u>CCSS.ELA-Literacy.RI.1.6</u> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p><u>CCSS.ELA-Literacy.W.1.7</u> Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).</p>	<ul style="list-style-type: none"> Teacher observations Group projects Writing assignments Self-assessment Monitor grades, disciplinary reports, attendance

	<p>C:A1 Develop Career Awareness Personal/Social Development</p> <p><u>Standard A:</u> Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.</p> <p>Career Development <u>Standard C:</u> Students will understand the relationship between personal qualities, education, training and the world of work.</p>			<ul style="list-style-type: none"> • <u>Teamwork Activity</u> Break the class or group into small teams (five children per team is a good number). Their assignment is to invent a new animal. They must name it, draw it, and decide how and where it lives. Afterward, have each team present its animal to the class and tell exactly how they worked together to create it. • <u>How to Cooperate Poster</u> Design a "How to Cooperate" poster that illustrates the cooperative behaviors listed at the top of this column. Keep it displayed on a wall. 	<p><u>9.3 Career Awareness, Exploration, and Preparation:</u> All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.</p>	
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Grade 1						
Month	ASCA standards and domain	Objectives	Essential Questions	Activity/lesson	CCSS	Assessment
February: <i>Multi-cultural awareness</i>	Personal/Social Development <u>Standard A:</u> Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others. <u>Standard B:</u> Students will make decisions, set goals and take necessary action to achieve goals. <u>Standard C:</u> Students will understand safety and survival skills. PS:A2 Acquire Interpersonal Skills PS:B1 Self-knowledge Application PS:C1 Acquire Personal Safety Skills	<ul style="list-style-type: none"> Recognize, accept and appreciate ethnic and cultural diversity Recognize, accept, respect and appreciate individual differences Recognize and respect differences in various family configurations Demonstrate a respect and appreciation for individual and cultural differences Know when peer pressure is influencing a decision 	<ul style="list-style-type: none"> What do you think the world would be like if everybody looked and acted the same? How are you different and the same as your peers and should these differences and similarities affect how you are treated or vice versa? Who makes up a family? How would you react if a person from a different ethnic background joins your family? What would you do if your friends tell you not to play with the new student because they are different? 	<ul style="list-style-type: none"> Cultural Survey Take survey of different cultures within the class. Class Discussion Have students read & discussed book on Harriet Tubman & Rosa Park & discuss how they were treated because of their culture. Who's in My Family Students will write story about who makes up their family and as a class discuss the different types of class. Role Play Role play situation where new student is left out & discuss how that person might feel. Then do the opposite roles play. 	<p><u>CCSS.ELA-Literacy.SL.1.4</u> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p><u>CCSS.ELA-Literacy.RI.1.1</u> Ask and answer questions about key details in a text.</p> <p><u>CCSS.ELA-Literacy.RI.1.2</u> Identify the main topic and retell key details of a text.</p> <p><u>CCSS.ELA-Literacy.RI.1.3</u> Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p><u>CCSS.ELA-Literacy.W.1.3</u> Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>	<ul style="list-style-type: none"> Teacher observations Group projects Writing assignments Self-assessment Monitor grades, disciplinary reports, attendance

Grade 1						
Month	ASCA standards and domain	Objectives	Essential Questions	Activity/lesson	CCSS	Assessment
<p>March: <i>Caring and testing (study skills)</i></p>	<p>Personal/Social Development</p> <p>Standard A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.</p> <p>Standard C: Students will understand safety and survival skills.</p> <p>PS:A2 Acquire Interpersonal Skills</p> <p>PS:C1 Acquire Personal Safety Skills</p>	<ul style="list-style-type: none"> Learn how to make and keep friends Foster sensitivity toward people with disabilities Identify and express feelings Name people in the school and community who can help in different situations 	<ul style="list-style-type: none"> What makes people care about others? What do you think the world would look like if no one cares about anybody else? What things could you do (or, have you done) that would help somebody who needs it? How do you feel when people show that they really care about you? Do you consider yourself a caring person? In what ways are you a caring person? 	<ul style="list-style-type: none"> Caring: The Do's & Don'ts Divide the class into two groups & have each group develop a list of do's and don'ts for caring behaviors. Have them share and discuss what would happen if people followed or didn't follow behavior. Making it Better Poster Design a poster that outlines things they can do to make their class/school a better place. Role Play Take some of the behavioral examples from activity #1 and turn them into role-play situations. First have them role-play the uncaring behavior, and then the caring behavior & have them discuss each. Helping Others Tom a student lost everything in a house fire. What are something they could do as a class to help Tom. 	<p><u>CCSS.ELA-Literacy.SL.1.1</u> Participate in collaborative conversations with diverse partners about <i>topics and texts</i> with peers and adults in small and larger groups.</p> <p><u>CCSS.ELA-Literacy.SL.1.4</u> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p><u>CCSS.ELA-Literacy.SL.1.5</u> Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p><u>CCSS.ELA-Literacy.W.1.1</u> Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p><u>CCSS.ELA-Literacy.W.1.5</u> With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p>	<ul style="list-style-type: none"> Teacher observations Group projects Writing assignments Self-assessment Monitor grades, disciplinary reports, attendance

Grade 1						
<u>Month</u>	<u>ASCA standards and domain</u>	<u>Objectives</u>	<u>Essential Questions</u>	<u>Activity/lesson</u>	<u>CCSS</u>	<u>Assessment</u>
<p>April: <i>Fairness (sharing)</i></p>	<p>Personal/Social Development</p> <p>Standard A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.</p> <p>PS:A2 Acquire Interpersonal Skills</p>	<ul style="list-style-type: none"> Recognize that everyone has rights and responsibilities Respect alternative points of view Recognize, accept, respect and appreciate individual differences Learn how to make and keep friends 	<ul style="list-style-type: none"> In every situation is it possible to be fair to everyone? Should you try? Why, or why not? What does treating people fairly mean? Does fairness mean everyone gets the same amount, like an equal piece of a chocolate bar? Does fairness mean enforcing the rules for everyone, even if it means losing a game? How should you treat people who are not fair with you? How does fairness affect your relationships with other people - your friends, for example? 	<ul style="list-style-type: none"> <u>The Do's & Don'ts of Being Fair</u> Have your class brainstorm a list of do's and don'ts for being fair. Ask for specific examples of each behavior they identify. Compare their list with the one at the top of this page. Hang the list up on the wall as a reminder. <u>Current Event Discussion</u> Bring in articles from newspapers and magazines reporting on events in which fairness and justice are at issue. Have a discussion about who is acting fairly, and who is acting unfairly in these situations. <u>Presentation</u> Invite a judge (or a trial attorney) to come and talk to your class about how the justice system works and about how he/she tries to keep things fair in the courtroom. 	<p><u>CCSS.ELA-Literacy.SL.1.4</u> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p><u>CCSS.ELA-Literacy.RI.1.1</u> Ask and answer questions about key details in a text.</p> <p><u>CCSS.ELA-Literacy.SL.1.1</u> Participate in collaborative conversations with diverse partners about <i>topics and texts</i> with peers and adults in small and larger groups</p>	<ul style="list-style-type: none"> Teacher observations Group projects Writing assignments Self-assessment Monitor grades, disciplinary reports, attendance

Grade 1						
Month	ASCA standards and domain	Objectives	Essential Questions	Activity/lesson	CCSS	Assessment
<p>May/June: <i>Career Awareness and Transitions</i></p>	<p>Career Development Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions</p> <p>Standard B: Students will employ strategies to achieve future career goals with success and satisfaction.</p> <p>Standard C: Students will understand the relationship between personal qualities, education, training and the world of work.</p> <p>C:A1 Develop Career Awareness</p> <p>C:B1 Acquire Career Information</p> <p>C:C2 Apply Skills to Achieve Career Goals</p>	<ul style="list-style-type: none"> Define work and understand why people work Recognize own interests and abilities Understand the importance of responsibility and effort in any job Learn about traditional and non-traditional occupations Realize that interests and choices may change 	<ul style="list-style-type: none"> What are some things that we need to do to prepare for career? What would you like to be when you grow-up? Why is it important to have a career? Why is it important to do well in school? How can the decisions you make in 1st grade affect your career? Do you think it is important to start thinking about your career in 1st grade & if so why or why not? Examine your responsibility as a student to earn good grades. How can these responsibilities help you to do well in your career? 	<ul style="list-style-type: none"> When I Grow-up Write a composition about what they would like to be when they grow-up. Brainstorming Develop a list of potential career interests. Based on the outcome have student people within their community who perform these jobs. What Does It Take Pair students up & have them selected a familiar career from a hat. They would then discuss the responsibilities of the career that they choose. Career Day Preparation Have students generate a list of questions that they would like to ask presenters during career day. Career Day Invited community representatives will provide an overview of what their jobs entail focusing on what they did to get to where they are, and how education impacted on their career choice. 	<p><u>CCSS.ELA-Literacy.SL.1.4</u> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p><u>CCSS.ELA-Literacy.RI.1.1</u> Ask and answer questions about key details in a text.</p> <p><u>CCSS.ELA-Literacy.SL.1.1</u> Participate in collaborative conversations with diverse partners about <i>topics and texts</i> with peers and adults in small and larger groups</p> <p><u>9.3 Career Awareness, Exploration, and Preparation:</u> All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.</p>	<ul style="list-style-type: none"> Teacher observations Group projects Writing assignments Self-assessment Monitor grades, disciplinary reports, attendance

Grade 2						
Month	ASCA standards and domain	Objectives	Essential Questions	Activity/lesson	CCSS	Assessment
<p>September: <i>Diversity and Transitions</i></p>	<p>Personal/Social Development: <u>PS:A2 Acquire Interpersonal Skills</u></p> <p>Standard A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.</p>	<ul style="list-style-type: none"> Describe the differences & similarities between a right and a responsibility Describe ways that people are different. Recognize unique personal traits and positive attributes in self and others Understand the qualities needed to acquire and maintain friendship. 	<ul style="list-style-type: none"> What does it mean to be responsible? How can we demonstrate responsibility? Is it important to respect the rights of others even if they are different from you? What qualities would you look for in a good friend? 	<ul style="list-style-type: none"> Class Rules Create class rules and includes the incentives &/or consequences for following &/or not following the rules. Character Trait Chat Develop a character trait chart showing diversity (focusing on the rights & responsibilities of others). Similar and Different Students will learn that we are all as similar as we are different and build community by discovering their similarities. Friendship Wheel Students will create a friendship wheel that highlights what they look for in a friend. 'I Am' Poem Students will write an 'I Am' poem. 	<p><u>CCSS.ELA-Literacy.RL.2.1</u> Ask and answer questions about key details in a text.</p> <p><u>CCSS.ELA-Literacy.RL.2.4</u> Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p><u>CCSS.ELA-Literacy.SL.2.1</u> Participate in collaborative conversations with diverse partners about topics <i>and texts</i> with peers and adults in small and larger groups.</p> <p><u>CCSS.ELA-Literacy.SL.2.4</u> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	<ul style="list-style-type: none"> Class rules will be posted in classroom Completed character trait chart will be posted in classroom Completion of friendship wheel. Complete 'I Am' poem and share with class. Teacher observations Group projects Writing assignments Self-assessment Monitor grades, disciplinary reports, attendance

Grade 2						
Month	ASCA standards and domain	Objectives	Essential Questions	Activity/lesson	CCSS	Assessment
<p>October: <i>HIB Awareness</i></p>	<p>Personal/Social Development: <u>PS:A1 Acquire Self-knowledge;</u> <u>PS:A2 Acquire Interpersonal Skills</u></p> <p>Standard A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others</p>	<ul style="list-style-type: none"> Learn about the differences between appropriate and inappropriate physical contact Be able to set boundaries, to understand the rights of others and self, and understand personal privacy Use a decision making and problem solving model to make safe and healthy choices 	<ul style="list-style-type: none"> How would define HIB? How can you tell someone that they are in your personal space? What are the steps in problem-solving & who should you go to if you are having a problem? What does conflict mean to you and list things that you would do to prevent conflict? 	<ul style="list-style-type: none"> <u>Discovery Education Video</u> Watch the video title 'McGruff the Crime Dog: Bully Alert' & discuss the video's content dealing with bullies & how to avoid. <u>'Be Cool' Chart</u> Students will develop strategies for being cool when dealing with bullying. <u>KWL Chart</u> Create a KWL Chart: K-What I know; W-What I want to know; L-What I learned. Followed by a classroom discussion & lesson on problem-solving. <u>School/Community Support</u> Students will identify people within their schools and community that could go to for assistance. <u>Conflict Resolution Strategies</u> Students will review strategies to deal with conflict & will be given the opportunity to practice these strategies through role play. <p>Intentional Read Aloud</p>	<p><u>CCSS.ELA-Literacy.SL.2.1</u> Participate in collaborative conversations with diverse partners about <i>topics and texts</i> with peers and adults in small and larger groups</p> <p><u>CCSS.ELA-Literacy.W.2.5</u> With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p><u>CCSS.ELA-Literacy.W.2.7</u> Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).</p>	<ul style="list-style-type: none"> Students will successfully defuse the situation. Using the problem-solving steps students will write a story that demonstrates their understanding of the process. Develop list of people who they can consider as support. Teacher observations Group projects Writing assignments Self-assessment Monitor grades, disciplinary reports, attendance

		<ul style="list-style-type: none"> • Know how to apply conflict resolution skills 		<p>Read the book 'When Sophie Gets Angry, Very, Very Angry' by Molly Bang. Then have students compare & contrast how they deal with their anger versus how Sophie deals with it. Students will then develop an anger plan.</p>		
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Grade 2						
Month	ASCA standards and domain	Objectives	Essential Questions	Activity/lesson	CCSS	Assessment
<p>November: <i>Trustworthiness</i></p>	<p>Academic Development: <u>A:A1 Improve Academic Self-concept</u></p> <p>Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.</p>	<ul style="list-style-type: none"> Identify attitude & behaviors that will lead to successful learning. Learn how to work cooperatively & independently Students will become a self-directed and independent learner 	<ul style="list-style-type: none"> What does it mean to be trustworthy? What attitude & behavior will determine that someone is trustworthy? Describe what would happen if one person did not complete their assignment? What qualities do you need to become an independent learner? 	<ul style="list-style-type: none"> <u>Trustworthy Journal</u> Students will keep a trustworthy journal for a week that identifies when they or someone they know is being honest/dishonest. Then have a classroom discussion about how those made them feel. <u>Brainstorming</u> As a class, brainstorm all the excuses and rationalizations people give for lying, cheating, and stealing, and then have a discussion about them. How valid are they? What's wrong with each of them and how it impacts on learning? <u>Trustworthy Behaviors</u> Give four specific trustworthiness behaviors. Write these behaviors on the board. Have the children think of as many examples of each behavior as they can, and write them on the board. Can they think of any other trustworthiness behaviors that should be added to the list? Have a class discussion about these behaviors. Pair students & have them write a story that 	<p><u>CCSS.ELA-Literacy.SL.2.1</u> Participate in collaborative conversations with diverse partners about <i>topics and texts</i> with peers and adults in small and larger groups</p> <p><u>CCSS.ELA-Literacy.W.2.5</u> With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p><u>CCSS.ELA-Literacy.W.2.7</u> Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).</p>	<ul style="list-style-type: none"> Completed journals with classroom discussions that supports their understanding. Oral evaluation of students understanding of the concept of trustworthiness. Development of a list of trustworthy behaviors that impact learning. Teacher observations Group projects Writing assignments Self-assessment Monitor grades, disciplinary reports, attendance

				<p>highlights the pros & cons of being trustworthy.</p> <ul style="list-style-type: none">• <u>Role Play</u> Develop skit where student has to go home earlier as promised or playing with their friends. Then have students write their opinion about each scenarios		
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Grade 2						
Month	ASCA standards and domain	Objectives	Essential Questions	Activity/lesson	CCSS	Assessment
December: <i>Responsibilities</i>	<p>Academic Development: A:A1 Improve Academic Self-concept; A:A3 Achieve School Success</p> <p>Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.</p>	<ul style="list-style-type: none"> Accept mistakes as essential to the learning process Take pride in work and achievement Identify attitudes and behaviors that lead to successful learning Take responsibility for their actions Recognize when to ask for help 	<ul style="list-style-type: none"> Do you consider yourself to be a responsible person? Why? In what ways? Does it matter to you whether or not people think of you as responsible? Why, or why not? What difference does it make to you whether or not your friends are responsible people? What is good about being a responsible person? 	<ul style="list-style-type: none"> What is Responsible Behaviors Review the definition of being responsible. In small groups have them come up with examples of responsible behavior & post throughout the class for future reference. Behavior Journals Have students create & decorate journals where they write about their week's behavior & how they handle the problems that came up. Responsibility Chain Have student create responsibility chain. Each time student performs a good deed or performing a responsible act they would document it on a strip of paper creating a chain. Homework Honors Have students design an 'I Did My Homework Page' to be sent home. Parents post it on the refrigerator & students note completed assignments. It is return to school for special certificate. 	<p><u>CCSS.ELA-Literacy.SL.2.1</u> Participate in collaborative conversations with diverse partners about <i>topics and texts</i> with peers and adults in small and larger groups</p> <p><u>CCSS.ELA-Literacy.SL.2.4</u> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p><u>CCSS.ELA-Literacy.W.2.5</u> With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p>	<ul style="list-style-type: none"> Successfully identify examples that demonstrate responsible behaviors. Teacher observations Group projects Writing assignments Self-assessment Monitor grades, disciplinary reports, attendance

Grade 2						
Month	ASCA standards and domain	Objectives	Essential Questions	Activity/lesson	CCSS	Assessment
<p>January: <i>Citizenship/ Goal setting</i></p>	<p>Academic Development: <u>A:A1 Improve Academic Self-concept</u></p> <p>Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.</p> <p>Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.</p>	<ul style="list-style-type: none"> Take pride in work and achievement Take responsibility for their actions Use problem solving and decision making skills to reach an academic goal 	<ul style="list-style-type: none"> What makes someone a good citizen? Do you think you are a good citizen and why do you think so? What can you do to make the world a better place i.e. classroom, school & home? What goals to do you need to set to become the best citizen that you can be n life? How can cooperating with each other help to make you a good citizen? What makes your neighborhood or community a nice place to live? What could you do to make your neighborhood or community a better place? 	<ul style="list-style-type: none"> Do's & Don'ts of Citizenship Have your class brainstorm a list of do's and don'ts for citizenship. Ask for specific examples of each behavior they identify. Role Play Take the rules from above, and turn them into role-play situations. The students can act them out themselves or use puppets. Role-play poor citizenship, and then, good citizenship. Have the group critique each of the role-plays. Community Service Project Have the class identify needs in the school or community, and plan a service project to meet those needs. Heroes Have a class discussion about heroes. Have kids select their heroes and write about them. Introduce the idea of heroes as people who do things to help others. 	<p><u>CCSS.ELA-Literacy.SL.2.1</u> Participate in collaborative conversations with diverse partners about <i>topics and texts</i> with peers and adults in small and larger groups</p> <p><u>CCSS.ELA-Literacy.RI.2.4</u> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p><u>CCSS.ELA-Literacy.RI.2.5</u> Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p> <p><u>CCSS.ELA-Literacy.RI.2.6</u> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p><u>CCSS.ELA-Literacy.W.2.7</u> Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).</p>	<ul style="list-style-type: none"> Teacher observations Group projects Writing assignments Self-assessment Monitor grades, disciplinary reports, attendance

Grade 2						
Month	ASCA standards and domain	Objectives	Essential Questions	Activity/lesson	CCSS	Assessment
<p>January: <i>Citizenship/ Goal setting (cont.)</i></p>	<p>Personal/Social Development: <u>PS:B1 Self-knowledge Application:</u></p> <p>Standard A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.</p> <p>Career Development: <u>C:A1 Develop Career Awareness</u></p> <p>Standard C: Students will understand the relationship between personal qualities, education, training and the world of work.</p>	<ul style="list-style-type: none"> Demonstrate cooperative behavior in groups Learn to work cooperatively with others as a team member 	<ul style="list-style-type: none"> What does the word "cooperate" mean? What makes working in group's fun? What can make it not fun? Can you name some things you do at school that require cooperating? Can you name some things you do at home? What makes you feel like an important part of a group? What is the difference between cooperating and just going along with the group? 	<ul style="list-style-type: none"> Teamwork Activity Break the class or group into small teams (five children per team is a good number). Their assignment is to invent a new animal. They must name it, draw it, and decide how and where it lives. Afterward, have each team present its animal to the class and tell exactly how they worked together to create it. How to Cooperate Poster Design a "How to Cooperate" poster that illustrates the cooperative behaviors listed at the top of this column. Keep it displayed on a wall. Intentional Read Aloud Read the book 'Ms. Rumphius' by Barbara Cooney. With a partner study citizenship through the eyes of the story & complete a book report as a team. 	<p><u>CCSS.ELA-Literacy.SL.2.1</u> Participate in collaborative conversations with diverse partners about <i>topics and texts</i> with peers and adults in small and larger groups</p> <p><u>CCSS.ELA-Literacy.RI.2.4</u> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p><u>CCSS.ELA-Literacy.RI.2.5</u> Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p> <p><u>CCSS.ELA-Literacy.RI.2.6</u> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p><u>CCSS.ELA-Literacy.W.2.7</u> Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).</p>	<ul style="list-style-type: none"> Teacher observations Group projects Writing assignments Self-assessment Monitor grades, disciplinary reports, attendance

Grade 2						
Month	ASCA standards and domain	Objectives	Essential Questions	Activity/lesson	CCSS	Assessment
<p>February: <i>Multi-cultural awareness</i></p>	<p>Personal/Social Development: <u>PS:A2 Acquire Interpersonal Skills;</u> <u>PS:B1 Self-knowledge Application;</u> <u>PS:C1 Acquire Personal Safety Skills</u></p> <p>Standard A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.</p> <p>Standard B: Students will make decisions, set goals and take necessary action to achieve goals.</p> <p>Standard C: Students will understand safety and survival skills.</p>	<ul style="list-style-type: none"> Recognize, accept and appreciate ethnic and cultural Diversity Recognize, accept, respect and appreciate individual differences Recognize and respect differences in various family configurations Demonstrate a respect and appreciation for individual and cultural differences Know when peer pressure is influencing a decision 	<ul style="list-style-type: none"> What do you think the world would be like if everybody looked and acted the same? How are you different and the same as your peers and should these differences and similarities affect how you are treated or vice versa? Who makes up a family? How would you react if a person from a different ethnic background joins your family? What would you do if your friends tell you not to play with the new student because they are different? 	<ul style="list-style-type: none"> “Hello from Around the World” Have student’s generate list of how people greet each other from different cultures. Then create bulletin board to demonstrate outcome. Cultural Survey Take survey of different cultures within the class. Class Discussion Have students read & discussed book on Harriet Tubman & Rosa Park & discuss how they were treated because of their culture. Who’s in My Family Students will write story about who makes up their family and as a class discuss the different types of class. Role Play Role play situation where new student is left out & discuss how that person might feel. Then after discussion role play the reverse situation. Research Project Student complete research project about one of the following cultures, Hispanic, Chinese, Hawaiian, Pakistan, Caribbean, African American, Middle Eastern, etc. 	<p><u>CCSS.ELA-Literacy.SL.2.4</u> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p><u>CCSS.ELA-Literacy.RI.2.1</u> Ask and answer questions about key details in a text.</p> <p><u>CCSS.ELA-Literacy.RI.2.2</u> Identify the main topic and retell key details of a text.</p> <p><u>CCSS.ELA-Literacy.RI.2.3</u> Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p><u>CCSS.ELA-Literacy.W.2.3</u> Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>	<ul style="list-style-type: none"> Teacher observations Group projects Writing assignments Self-assessment Monitor grades, disciplinary reports, attendance

Grade 2						
Month	ASCA standards and domain	Objectives	Essential Questions	Activity/lesson	CCSS	Assessment
<p>March: <i>Caring and testing (study skills)</i></p>	<p>Personal/Social Development: PS:A2 <u>Acquire Interpersonal Skills;</u> PS:C1 <u>Acquire Personal Safety Skills</u></p> <p>Standard A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.</p> <p>Standard C: Students will understand safety and survival skills.</p>	<ul style="list-style-type: none"> Learn how to make and keep friends Foster sensitivity toward people with disabilities Identify and express feelings Name people in the school and community who can help in different situations 	<ul style="list-style-type: none"> What makes people care about others? What do you think the world would look like if no one cares about anybody else? What things could you do (or, have you done) that would help somebody who needs it? How do you feel when people show that they really care about you? Do you consider yourself a caring person? In what ways are you a caring person? 	<ul style="list-style-type: none"> Caring: The Do's & Don'ts Divide the class into two groups & have each group develop a list of do's and don'ts for caring behaviors. Have them share and discuss what would happen if people followed or didn't follow behavior. Making it Better Poster Design a poster that outlines things they can do to make their class/school a better place. Role Play Take some of the behavioral examples from activity and turn them into role-play situations. First have them role-play the uncaring behavior, and then the caring behavior & have them discuss each. Helping Others Tom a student lost everything in a house fire. What are something they could do as a class to help Tom. Teaching Test Taking Skills Use various activities to reinforce, study & organizational skills both at home & at school. 	<p><u>CCSS.ELA-Literacy.SL.2.1</u> Participate in collaborative conversations with diverse partners about <i>topics and texts</i> with peers and adults in small and larger groups.</p> <p><u>CCSS.ELA-Literacy.SL.2.4</u> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p><u>CCSS.ELA-Literacy.SL.2.5</u> Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p><u>CCSS.ELA-Literacy.W.2.1</u> Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p><u>CCSS.ELA-Literacy.W.2.5</u> With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p>	<ul style="list-style-type: none"> Teacher observations Group projects Writing assignments Self-assessment Monitor grades, disciplinary reports, attendance

Grade 2						
Month	ASCA standards and domain	Objectives	Essential Questions	Activity/lesson	CCSS	Assessment
April: <i>Fairness (sharing)</i>	Personal/Social Development: <u>PS:A2 Acquire Interpersonal Skills</u> Standard A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.	<ul style="list-style-type: none"> Recognize that everyone has rights and responsibilities Respect alternative points of view Recognize, accept, respect and appreciate individual differences Learn how to make and keep friends 	<ul style="list-style-type: none"> In every situation is it possible to be fair to everyone? Should you try? Why, or why not? What does treating people fairly mean? Does fairness mean everyone gets the same amount, like an equal piece of a chocolate bar? Does fairness mean enforcing the rules for everyone, even if it means losing a game? How should you treat people who are not fair with you? How does fairness affect your relationships with other people - your friends, for example? 	<ul style="list-style-type: none"> The Do's & Don'ts of Being Fair Have your class brainstorm a list of do's and don'ts for being fair. Ask for specific examples of each behavior they identify. Compare their list with the one at the top of this page. Hang the list up on the wall as a reminder. Thumb-ups Behaviors Read the 'Brand New Kid' by Katie Couric students will brainstorm the thumb-downs behaviors that needs to be turned into thumbs-up behaviors at school. Creating a poster & write about the behaviors that should be addressed which will be shared with school. Current Event Discussion Bring in articles from newspapers and magazines reporting on events in which fairness and justice are at issue. Have students discuss & write about who is acting fairly, and who is acting unfairly in these situations. Presentation Invite a judge (or a trial attorney) to come and talk to your class about how the justice system works and about how he/she tries to keep things fair. 	<p><u>CCSS.ELA-Literacy.SL.2.4</u> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p><u>CCSS.ELA-Literacy.RI.2.1</u> Ask and answer questions about key details in a text.</p> <p><u>CCSS.ELA-Literacy.SL.2.1</u> Participate in collaborative conversations with diverse partners about <i>topics and texts</i> with peers and adults in small and larger groups</p>	<ul style="list-style-type: none"> Teacher observations Group projects Writing assignments Self-assessment Monitor grades, disciplinary reports, attendance

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Month	ASCA standards and domain	Objectives	Essential Questions	Activity/lesson	CCSS	Assessment
<p>May/June: <i>Career Awareness and Transitions</i></p>	<p>Career Development: C:A1 Develop Career Awareness; C:B1 Acquire Career Information; C:C2 Apply Skills to Achieve Career Goals</p> <p>Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions</p> <p>Standard B: Students will employ strategies to achieve future career goals with success and satisfaction.</p> <p>Standard C: Students will understand the relationship between personal qualities, education and the world of work.</p>	<ul style="list-style-type: none"> Define work and understand why people work Recognize own interests and abilities Understand the importance of responsibility and effort in any job Learn about traditional and non-traditional occupations Realize that interests and choices may change 	<ul style="list-style-type: none"> What are some things that we need to do to prepare for career? What would you like to be when you grow-up? Why is it important to have a career? Why is it important to do well in school? How can the decisions you make in 1st grade affect your career? Do you think it is important to start thinking about your career in 2nd grade & if so why or why not? Examine your responsibility as a student to earn good grades. How can these responsibilities help you to do well in your career? 	<ul style="list-style-type: none"> When I Grow-up Write a composition about what they would like to be when they grow-up. Brainstorming Develop a list of potential career interests. Based on the outcome have students identify people within their community who perform these jobs. What Does It Take Have students select a career that they would to learn more about. They would then write & present the responsibilities of the career that they choose. Career Day Preparation Have students generate a list of questions that they would like to ask presenters during career day. Career Day Invited community representatives will provide an overview of what their jobs entail focusing on what they did to get to where they are, and how education impacted on their career choice. 'Be A Journalist' Students will interview either staff or a classmate about their habits, likes & personalities with guidance create a newspaper article about their school. 	<p><u>CCSS.ELA-Literacy.SL.2.4</u> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p><u>CCSS.ELA-Literacy.RI.2.1</u> Ask and answer questions about key details in a text.</p> <p><u>CCSS.ELA-Literacy.SL.2.1</u> Participate in collaborative conversations with diverse partners about <i>topics and texts</i> with peers and adults in small and larger groups</p>	<ul style="list-style-type: none"> Teacher observations Group projects Writing assignments Self-assessment Monitor grades, disciplinary reports, attendance

Grade 3						
Month	ASCA standards and domain	Objectives	Essential Questions	Activity/lesson	CCSS	Assessment
<p>September: <i>Diversity and Transitions</i></p>	<p>Personal/Social Development: <u>PS:A2 Acquire Interpersonal Skills</u></p> <p>Standard A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.</p>	<ul style="list-style-type: none"> Describe the differences & similarities between a right and a responsibility. Describe ways that people are different. Recognize unique personal traits and positive attributes in self and others Understand the qualities needed to acquire and maintain friendship. 	<ul style="list-style-type: none"> What does it mean to be responsible? What would happen if we all looked alike in this classroom? Is it important to respect the rights of others even if they are different from you? What qualities would you look for in a good friend? 	<ul style="list-style-type: none"> Class Rules Create class rules and includes the incentives &/or consequences for following &/or not following the rules. Learning Diversity with the use of Crayons Help students to understand concept of diversity & why we should celebrate it. Similar and Different Students will learn that we are all as similar as we are different and build community by discovering their similarities. 'I Am' Poem Students will write an 'I Am' poem. 	<p><u>CCSS.ELA-Literacy.RL.3.1</u> Ask and answer questions about key details in a text.</p> <p><u>CCSS.ELA-Literacy.RL.3.4</u> Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p><u>CCSS.ELA-Literacy.SL.3.1</u> Participate in collaborative conversations with diverse partners about topics <i>and texts</i> with peers and adults in small and larger groups.</p> <p><u>CCSS.ELA-Literacy.SL.3.4</u> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	<ul style="list-style-type: none"> Class rules will be posted in classroom Completed character trait chart will be posted in classroom Completion of friendship wheel. Complete 'I Am' poem and share with class. Teacher observations Group projects Writing assignments Self-assessment Monitor grades, disciplinary reports, attendance

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Month	ASCA standards and domain	Objectives	Essential Questions	Activity/lesson	CCSS	Assessment
<p>October: <i>HIB Awareness</i></p>	<p>Personal/Social Development: PS:A1 Acquire Self-knowledge; PS:A2 Acquire Interpersonal Skills</p> <p>Standard A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others</p>	<ul style="list-style-type: none"> Learn about the differences between appropriate and inappropriate physical contact Be able to set boundaries, to understand the rights of others and self, and understand personal privacy Use a decision making and problem solving model to make safe and healthy choices Know how to apply conflict resolution skills 	<ul style="list-style-type: none"> How would define HIB? How can you tell someone that they are in your personal space? What are the steps in problem-solving & who should you go to if you are having a problem? Is conflict good or bad? What does conflict mean to you and list things that you would do to prevent conflict? 	<ul style="list-style-type: none"> Bully Proofing Through small group (7 students) students will define bullying and the actions & identify strategies for being able to deal with bullies. KWL Chart Create a KWL Chart: K-What I know; W-What I want to know; L-What I learned. Followed by a classroom discussion & lesson on problem-solving. School/Community Support Students will review their support network. Intentional Read Aloud Students will read the book titled "The Sneetches & Other Stories" by Dr. Seuss (focus on story 'The Zax'). Conflict Resolution Strategies Students will review strategies to deal with conflict & utilizing the story 'The Zax'. Students will then develop rules & expectations for solving conflict within the school. 	<p><u>CCSS.ELA-Literacy.SL.3.1</u> Participate in collaborative conversations with diverse partners about <i>topics and texts</i> with peers and adults in small and larger groups</p> <p><u>CCSS.ELA-Literacy.W.3.5</u> With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p><u>CCSS.ELA-Literacy.W.3.7</u> Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).</p>	<ul style="list-style-type: none"> Students will successfully defuse the situation. Using the problem-solving steps students will write a story that demonstrates their understanding of the process. Develop list of people who they can consider as support. Teacher observations Group projects Writing assignments Self-assessment Monitor grades, disciplinary reports, attendance

Grade 3						
Month	ASCA standards and domain	Objectives	Essential Questions	Activity/lesson	CCSS	Assessment
<p>November: <i>Trustworthiness</i></p>	<p>Academic Development: <u>A:A1 Improve Academic Self-concept</u></p> <p>Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.</p>	<ul style="list-style-type: none"> Identify attitude & behaviors that will lead to successful learning. Learn how to work cooperatively & independently Students will become a self-directed and independent learner 	<ul style="list-style-type: none"> What does it mean to be trustworthy? What attitude & behavior will determine that someone is trustworthy? Describe what would happen if one person did not complete their assignment? What qualities do you need to become an independent learner? 	<ul style="list-style-type: none"> <u>Trustworthy Journal</u> Students will keep a weekly trustworthy journal that identifies when they or someone they know is being honest/dishonest. & have discussion on what they have identified during the week. <u>Wanted: A Friend Activity</u> Have students identify what they are looking for in a friend by having them develop a want ad that showcases the characteristics they want in a friend. Focusing on those traits that are non-negotiated. <u>Intentional Read Aloud</u> Read the book "The Boy Who Cried Wolf" by Bob Hartman & have students do a written response to the story identifying the non-trustworthy traits & what would they do to make the story different. <u>Trustworthy Behaviors</u> Have student's identify trustworthy behaviors and give examples of each trait. Pair students & have them write a story that highlights the pros & cons of being trustworthy. <u>Role Play</u> In small group of 4/5 students will develop short skits focusing on the concept of trustworthiness & will perform the skits for either younger students or each other. 	<p><u>CCSS.ELA-Literacy.SL.3.1</u> Participate in collaborative conversations with diverse partners about <i>topics and texts</i> with peers and adults in small and larger groups</p> <p><u>CCSS.ELA-Literacy.W.3.5</u> With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p><u>CCSS.ELA-Literacy.W.3.7</u> Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).</p>	<ul style="list-style-type: none"> Completed journals with classroom discussions that supports their understanding. Oral evaluation of students understanding of the concept of trustworthiness. Development of a list of trustworthy behaviors that impact learning. Teacher observations Group projects Writing assignments Self-assessment Monitor grades, disciplinary reports, attendance

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Month	ASCA standards and domain	Objectives	Essential Questions	Activity/lesson	CCSS	Assessment
<p>December: <i>Responsibilities</i></p>	<p>Academic Development: A:A1 <u>Improve Academic Self-concept</u>; A:A3 <u>Achieve School Success</u></p> <p>Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.</p>	<ul style="list-style-type: none"> Accept mistakes as essential to the learning process Take pride in work and achievement Identify attitudes and behaviors that lead to successful learning Take responsibility for their actions Recognize when to ask for help 	<ul style="list-style-type: none"> Do you consider yourself to be a responsible person? Why? In what ways? Does it matter to you whether or not people think of you as responsible? Why, or why not? What difference does it make to you whether or not your friends are responsible people? What is good about being a responsible person? 	<ul style="list-style-type: none"> <u>What is Responsible Behaviors</u> Review the definition of being responsible. In small groups have them develop skits focusing on reinforcing responsible behaviors. Then have them perform for the class. <u>Behavior Journals</u> Have students create & decorate journals where they write about their week's behavior & how they handle the problems that came up. <u>Parents Interview</u> Create list of questions that deal with rights & responsibilities. Have student's interview parents & record their responses. For example: Do you think it is your responsibility to make sure that I do my homework? Follow-up by having students share their answers & compare the similarities. <u>Homework Honors</u> Have students design an 'I Did My Homework Page' to be sent home. Parents post it on the refrigerator & students note completed assignments. It is return to school for special certificate. 	<p><u>CCSS.ELA-Literacy.SL.3.1</u> Participate in collaborative conversations with diverse partners about <i>topics and texts</i> with peers and adults in small and larger groups</p> <p><u>CCSS.ELA-Literacy.SL.3.4</u> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p><u>CCSS.ELA-Literacy.W.3.5</u> With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p>	<ul style="list-style-type: none"> Successfully identify examples that demonstrate responsible behaviors. Teacher observations Group projects Writing assignments Self-assessment Monitor grades, disciplinary reports, attendance

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Month	ASCA standards and domain	Objectives	Essential Questions	Activity/lesson	CCSS	Assessment
<p>January: <i>Citizenship/ Goal setting</i></p>	<p>Academic Development: A:A1 Improve Academic Self-concept</p> <p>Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.</p> <p>Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.</p>	<ul style="list-style-type: none"> Take pride in work and achievement Take responsibility for their actions Use problem solving and decision making skills to reach an academic goal 	<ul style="list-style-type: none"> What makes someone a good citizen? Do you think you are a good citizen and why do you think so? What can you do to make the world a better place –i.e. classroom, school & home? What goals to do you need to set to become the best citizen that you can be n life? How can cooperating with each other help to make you a good citizen? What makes your neighborhood or community a nice place to live? What could you do to make your neighborhood or community a better place? 	<ul style="list-style-type: none"> Review Character Traits of Good Citizenship Using the book “Horton Hatches the Egg’ by Dr. Seuss students will brainstorm a list of character traits that represent good citizenship. Exploring the five themes of Citizenship Create scenarios that help students further refine their thinking about good behavior while exploring the five themes of citizenship, (compassion, respect, honesty, responsibility & caring). Community Service Project Have the class identify needs in the school or community, and plan a service project to meet those needs. Heroes Have a class discussion about heroes. Have kids select their heroes and write about them. Introduce the idea of heroes as people who do things to help others. 	<p>CCSS.ELA-Literacy.SL.3.1 Participate in collaborative conversations with diverse partners about <i>topics and texts</i> with peers and adults in small and larger groups</p> <p>CCSS.ELA-Literacy.RI.3.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>CCSS.ELA-Literacy.RI.3.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p> <p>CCSS.ELA-Literacy.RI.3.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p>CCSS.ELA-Literacy.W.3.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).</p>	<ul style="list-style-type: none"> Teacher observations Group projects Writing assignments Self-assessment Monitor grades, disciplinary reports, attendance

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Month	ASCA standards and domain	Objectives	Essential Questions	Activity/lesson	CCSS	Assessment
<p>January: Citizenship/ Goal setting (cont.)</p>	<p>Personal/Social Development: PS:B1 Self-knowledge Application;</p> <p>Standard A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.</p> <p>Career Development: C:A1 Develop Career Awareness</p> <p>Standard C: Students will understand the relationship between personal qualities, education, training and the world of work.</p>	<ul style="list-style-type: none"> Demonstrate cooperative behavior in groups Learn to work cooperatively with others as a team member 	<ul style="list-style-type: none"> What does the word "cooperate" mean? What makes working in groups' fun? What can make it not fun? Can you name some things you do at school that require cooperating? Can you name some things you do at home? What makes you feel like an important part of a group? What is the difference between cooperating and just going along with the group? 	<ul style="list-style-type: none"> Citizenship Essay Students will write an essay describing what would happen if there were no rules or laws at home, school &/or community that protects people & their property. How to Cooperate Poster Design a "How to Cooperate" poster that illustrates the cooperative behaviors listed at the top of this column. Keep it displayed on a wall. Citizenship Rap Teach the students a citizenship rap or have them work in groups to come up with their own. Allow each group to perform their rap for the rest of the class. 	<p><u>CCSS.ELA-Literacy.SL.3.1</u> Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups</p> <p><u>CCSS.ELA-Literacy.RI.3.4</u> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p><u>CCSS.ELA-Literacy.RI.3.5</u> Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p> <p><u>CCSS.ELA-Literacy.RI.3.6</u> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p><u>CCSS.ELA-Literacy.W.3.7</u> Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).</p>	<ul style="list-style-type: none"> Teacher observations Group projects Writing assignments Self-assessment Monitor grades, disciplinary reports, attendance

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Month	ASCA standards and domain	Objectives	Essential Questions	Activity/lesson	CCSS	Assessment
February: <i>Multi-cultural awareness</i>	Personal/Social Development: <u>PS:A2 Acquire Interpersonal Skills;</u> <u>PS:B1 Self-knowledge Application;</u> <u>PS:C1 Acquire Personal Safety Skills</u> Standard A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others. Standard B: Students will make decisions, set goals and take necessary action to achieve goals. Standard C: Students will understand safety and survival skills.	<ul style="list-style-type: none"> Recognize, accept and appreciate ethnic and cultural Diversity Recognize, accept, respect and appreciate individual differences Recognize and respect differences in various family configurations Demonstrate a respect and appreciation for individual and cultural differences Know when peer pressure is influencing a decision 	<ul style="list-style-type: none"> What do you think the word would like if everybody looked and acted the same? How are you different and the same as your peers and should these differences and similarities affect how you are treated or vice or versa? Who makes up a family? How would you react if a person from a different ethnic background joins your family? What would you do if your friends tell you not to play with the new student because they are different? 	<ul style="list-style-type: none"> “Hello from Around the World” Have student’s complete a KWL chart to demonstrate their knowledge on how different cultures greet each other. Then create bulletin board to demonstrate outcome. Who’s in My Family Through interviews & research students will explore their families’ history and complete an essay for a class presentation. Role Play Role play situation where new student is left out & discuss how that person might feel. Then after discussion role play the reverse situation. Research Project Student complete research project about one of the following cultures, Hispanic, Chinese, Hawaiian, Pakistan, Caribbean, African American, Middle Eastern, etc. 	<p><u>CCSS.ELA-Literacy.SL.3.4</u> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p><u>CCSS.ELA-Literacy.RI.3.1</u> Ask and answer questions about key details in a text.</p> <p><u>CCSS.ELA-Literacy.RI.3.2</u> Identify the main topic and retell key details of a text.</p> <p><u>CCSS.ELA-Literacy.RI.3.3</u> Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p><u>CCSS.ELA-Literacy.W.3.3</u> Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>	<ul style="list-style-type: none"> Teacher observations Group projects Writing assignments Self-assessment Monitor grades, disciplinary reports, attendance

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Month	ASCA standards and domain	Objectives	Essential Questions	Activity/lesson	CCSS	Assessment
<p>March: <i>Caring and testing (study skills)</i></p>	<p>Personal/Social Development: PS:A2 Acquire Interpersonal Skills; PS:C1 Acquire Personal Safety Skills</p> <p>Standard A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.</p> <p>Standard C: Students will understand safety and survival skills.</p>	<ul style="list-style-type: none"> Learn how to make and keep friends Foster sensitivity toward people with disabilities Identify and express feelings Name people in the school and community who can help in different situations 	<ul style="list-style-type: none"> What makes people care about others? What do you think the world would look like if no one cares about anybody else? What things could you do (or, have you done) that would help somebody who needs it? How do you feel when people show that they really care about you? Do you consider yourself a caring person? In what ways are you a caring person? 	<ul style="list-style-type: none"> Read Aloud As a class students will listen to the touching story 'Ms. Fannie's Hat' by Jan Karon. Students will then think of different ways that he/she can help others. Making it Better Poster Design a poster that outlines things they can do to make their class/school a better place. Poetry Writing Exercise Using the word caring students will create an acrostic poem which will be posted throughout the school. Teaching Test Taking Skills Use various activities to reinforce, study & organizational skills both at home & at school. 	<p><u>CCSS.ELA-Literacy.SL.3.1</u> Participate in collaborative conversations with diverse partners about <i>topics and texts</i> with peers and adults in small and larger groups.</p> <p><u>CCSS.ELA-Literacy.SL.3.4</u> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p><u>CCSS.ELA-Literacy.SL.3.5</u> Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p><u>CCSS.ELA-Literacy.W.3.1</u> Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p><u>CCSS.ELA-Literacy.W.3.5</u> With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p>	<ul style="list-style-type: none"> Teacher observations Group projects Writing assignments Self-assessment Monitor grades, disciplinary reports, attendance

Grade 3						
Month	ASCA standards and domain	Objectives	Essential Questions	Activity/lesson	CCSS	Assessment
<p>April: <i>Fairness (sharing)</i></p>	<p>Personal/Social Development: <u>PS:A2 Acquire Interpersonal Skills</u></p> <p>Standard A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.</p>	<ul style="list-style-type: none"> Recognize that everyone has rights and responsibilities Respect alternative points of view Recognize, accept, respect and appreciate individual differences Learn how to make and keep friends 	<ul style="list-style-type: none"> In every situation is it possible to be fair to everyone? Should you try? Why, or why not? What does treating people fairly mean? Does fairness mean everyone gets the same amount, like an equal piece of a chocolate bar? Does fairness mean enforcing the rules for everyone, even if it means losing a game? How should you treat people who are not fair with you? How does fairness affect your relationships with other people - your friends, for example? 	<ul style="list-style-type: none"> The Do's & Don'ts of Being Fair Have your class brainstorm a list of do's and don'ts for being fair. Then select various games to play from the attached list of 3rd grade games. Justice & Fairness Essay Have a student think of person that they either read about or know who has fought for justice & fairness. Students will complete an essay using details to support their findings. Current Event Discussion Bring in articles from newspapers and magazines reporting on events in which fairness and justice are at issue. Have students discuss & write about who is acting fairly, and who is acting unfairly in these situations. Presentation Invite a judge (or a trial attorney) to come and talk to your class about how the justice system works and about how he/she tries to keep things fair. 	<p><u>CCSS.ELA-Literacy.SL.3.4</u> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p><u>CCSS.ELA-Literacy.RI.3.1</u> Ask and answer questions about key details in a text.</p> <p><u>CCSS.ELA-Literacy.SL.3.1</u> Participate in collaborative conversations with diverse partners about <i>topics and texts</i> with peers and adults in small and larger groups</p>	<ul style="list-style-type: none"> Teacher observations Group projects Writing assignments Self-assessment Monitor grades, disciplinary reports, attendance

Grade 3						
Month	ASCA standards and domain	Objectives	Essential Questions	Activity/lesson	CCSS	Assessment
<p>May/June: <i>Career Awareness and Transitions</i></p>	<p>Career Development: <u>C:A1 Develop Career Awareness;</u> <u>C:B1 Acquire Career Information;</u> <u>C:C2 Apply Skills to Achieve Career Goals</u></p> <p>Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions</p> <p>Standard B: Students will employ strategies to achieve future career goals with success and satisfaction.</p> <p>Standard C: Students will understand the relationship between personal qualities, education and the world of work.</p>	<ul style="list-style-type: none"> Define work and understand why people work Recognize own interests and abilities Understand the importance of responsibility and effort in any job Learn about traditional and non-traditional occupations Realize that interests and choices may change 	<ul style="list-style-type: none"> What are some things that we need to do to prepare for career? What would you like to be when you grow-up? Why is it important to have a career? Why is it important to do well in school? How can the decisions you make in 1st grade affect your career? Do you think it is important to start thinking about your career in 2nd grade & if so why or why not? Examine your responsibility as a student to earn good grades. How can these responsibilities help you to do well in your career? 	<ul style="list-style-type: none"> When I Grow-up Write a composition about what they would like to be when they grow-up. Brainstorming Develop a list of potential career interests. Based on the outcome have students identify people within their community who perform these jobs. Students will create an essay on why they are important to the community. What Does It Take Have students select a career that they would like to learn more about. They would then write' present & role play the responsibilities of the career that they choose to lower grades. Career Day Preparation Have students generate a list of potential presenters & questions that they would like to ask presenters during career day. Career Day Invited community representatives will provide an overview of what their jobs entail focusing on what they did to get to where they are, and how education impacted on their career choice. “Be A Journalist” Students will interview either staff or a classmate about their habits, likes & personalities with guidance create a newspaper article about their school. 	<p><u>CCSS.ELA-Literacy.SL.3.4</u> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p><u>CCSS.ELA-Literacy.RI.3.1</u> Ask and answer questions about key details in a text.</p> <p><u>CCSS.ELA-Literacy.SL.3.1</u> Participate in collaborative conversations with diverse partners about <i>topics and texts</i> with peers and adults in small and larger groups</p>	<ul style="list-style-type: none"> Teacher observations Group projects Writing assignments Self-assessment Monitor grades, disciplinary reports, attendance

Grade 4						
Month	ASCA standards and domain	Objectives	Essential Questions	Activity/lesson	CCSS	Assessment
<p>September: <i>Diversity and Transitions</i></p>	<p>Academic Development</p> <p>Standard A</p> <p>Students will acquire the attitudes, knowledge, aptitudes and skills that contribute to effective learning in school and across the life span.</p> <p>A:A1.3, A:A3.5,</p>	<p>Student will:</p> <ul style="list-style-type: none"> Take Pride in work and achievement. Communicate knowledge with classmates and adults through shared knowledge. 	<ul style="list-style-type: none"> How can working together with my peers make me a successful student? How does the quality of my school work make me a better student? 	<ul style="list-style-type: none"> Take Pride in your Work Students Will collaborate with the teacher to identify classroom standards of quality. Let's Work Together Students will learn to work independently and cooperatively; they are divided into several groups and assigned a task. 	<p><u>CCSS.ELA-Literacy.SL.4.1</u> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p><u>CCSS.ELA-Literacy.SL.4.2</u> Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p> <p><u>CCSS.ELA-Literacy.SL.4.3</u> Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<ul style="list-style-type: none"> Observing- Student's ability to complete the activity (working Independently and Cooperatively in a group). Using Learning Outcomes Transferring skills learned to school work(i.e. ability to focus on class assignments) Written Student knows the definition of quality and can use it as a benchmark for their work.

Grade 4						
Month	ASCA standards and domain	Objectives	Essential Questions	Activity/lesson	CCSS	Assessment
<p>October: <i>Self-Awareness</i> <i>HIB</i></p>	<p>Personal-Social Development</p> <p>Standard A</p> <p>Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.</p> <p>PS:A1.7, PS:A1.8</p>	<p>Student will:</p> <ul style="list-style-type: none"> Understand legal issues related to harassment and intimidation and bullying. Understand the need for self-control and how to practice it. Recognize personal boundaries, rights and privacy needs. 	<ul style="list-style-type: none"> What is HIB, how can I contribute in creating an environment where HIB is not accepted? What are the consequences of not controlling yourself? What can I do if I am bullied? 	<ul style="list-style-type: none"> Say No to Bullying! Students will share if they were ever bullied without using the bullies' name. Alternatives to handling the situation will be discussed. Students will see how to stand up to bullies in a productive way. Were in Control Students will hear a story about self-control and how to show it. School wide Assemblies Students will learn about the HIB law, school procedure for reporting & ways to prevent HIB. 	<p><u>CCSS.ELA-Literacy.SL.4.1</u> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p><u>CCSS.ELA-Literacy.RI.4.1</u> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<ul style="list-style-type: none"> Verbal- Students will discuss rights and responsibilities. Students will discuss how to get rights they would like to have. Students can verbalize their need for privacy and control when rights are invaded Written: Student can list feelings related to the self-control activity Students write scripts with assertive responses to various pressure situations and styles. HIB Incident Reports/ Suspension Data Assembly Attendance

Grade 4						
Month	ASCA standards and domain	Objectives	Essential Questions	Activity/lesson	CCSS	Assessment
<p>November: <i>Trustworthiness</i></p>	<p>Personal-Social Development</p> <p>Standard A</p> <p>Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others. PS:A1.9</p> <p>Academic Development</p> <p>Standard B</p> <p>Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college A:B1.3.</p>	<p>Student will:</p> <ul style="list-style-type: none"> Demonstrate cooperative behavior in groups Apply the study skills necessary for academic success at each level 	<ul style="list-style-type: none"> How do I value myself and others? How does telling the truth help me cooperate with my peers? How can developing good study skills improve my academic performance? 	<ul style="list-style-type: none"> Staying on Track! Students receive recognition for their classroom achievements and improvements. Let's Quilt! Students will demonstrate cooperative behavior in groups. Children become more aware of how each member of the class makes an important contribution to the group by participating in a group Quilt making project. 	<p><u>CCSS.ELA-Literacy.SL.4.1</u> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p><u>CCSS.ELA-Literacy.RI.4.1</u> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>Observation Students make the connection that each person was an important contributor to the completion of the "class quilt"</p> <p>Students demonstrate cooperative behavior in group settings</p> <ul style="list-style-type: none"> Written Students show improvement in study skills

Grade 4						
Month	ASCA standards and domain	Objectives	Essential Questions	Activity/lesson	CCSS	Assessment
<p>December: <i>Responsibilities (decision-making and self-control)</i></p>	<p>Academic Development Standard A</p> <p>Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span. A:A3.1</p> <p>Personal/Social Development Standard C</p> <p>Students will understand safety and survival skills. PS:C1.7</p>	<p>Student will:</p> <ul style="list-style-type: none"> Take responsibility for their actions. Apply effective problem-solving and decision-making skills to make safe and healthy choices. 	<ul style="list-style-type: none"> How do I strengthen my problem solving skills? How can I become a better decision maker? What is an appropriate response in a difficult situation? 	<ul style="list-style-type: none"> <u>Let's Be Responsible.</u> Students will identify responsibilities they have at home. Students will also discuss the benefits of being responsible. <u>Decisions, Decisions</u> Students will evaluate three decisions they have made recently. They are then introduced to the "IDEAL" process and practice applying it to a decision they have yet to make 	<p><u>CCSS.ELA-Literacy.SL.4.1</u> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p><u>CCSS.ELA-Literacy.RI.4.7</u> Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p>	<ul style="list-style-type: none"> Observation: Students use problem-solving and decision making skills to make safe and healthy choices. Written Students can list several benefits for being responsible. Observation Students can describe the use of the IDEAL process in making a decision.

Grade 4						
Month	ASCA standards and domain	Objectives	Essential Questions	Activity/lesson	CCSS	Assessment
<p>January: <i>Citizenship/ Goal setting</i></p>	<p>Personal/Social Development Standard B:</p> <p>Students will make decisions, set goals and take necessary action to achieve goals. PS:B1.6; PSB1.1</p>	<p>Students will:</p> <ul style="list-style-type: none"> Know how to apply conflict resolution skills. Use a decision-making and problem-solving model 	<ul style="list-style-type: none"> How do I use decision-making and problem-solving skills to reach my academic goals? How can I apply conflict resolution skills? 	<ul style="list-style-type: none"> Problem Solving Students will listen to information about problem-solving. They will, when presented with various conflict situations involving another person consider the many different positive ways to solve the problem they are having with the person. Choices=Success Students will relate how an end product is affected by the choices they make. 	<p><u>CCSS.ELA-Literacy.SL.4.1</u> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade4 topics, texts, and issues, building on others' ideas and expressing their own clearly. <u>CCSS.ELA-Literacy.W.4.2</u> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content</p>	<ul style="list-style-type: none"> Verbal Students can articulate strategies for reaching a goal. Observation Students demonstrate decision-making and Conflict Resolution skills Verbal Students participate in discussion on conflict resolution skills

<i>Grade 4</i>						
<u>Month</u>	<u>ASCA standards and domain</u>	<u>Objectives</u>	<u>Essential Questions</u>	<u>Activity/lesson</u>	<u>CCSS</u>	<u>Assessment</u>
<p>February: <i>Multi-cultural awareness</i></p>	<p>Personal/Social Development</p> <p>Standard A</p> <p>Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.</p> <p>PS: A2.3 PS:A2.4</p>	<p>Students will:</p> <ul style="list-style-type: none"> Recognize, accept, respect and appreciate individual differences. Recognize, accept and appreciate ethnic and cultural diversity. 	<ul style="list-style-type: none"> What is culture? How can I create an environment where cultural diversity is celebrated? 	<ul style="list-style-type: none"> <u>Celebrate Diversity</u> Students will hear a story of diversity and relate differences in cultures. <u>Differences</u> Students will participate in observation and acceptance that all persons have likeness and difference. 	<p><u>CCSS.ELA-Literacy.SL.4.1</u> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p><u>CCSS.ELA-Literacy.RI.4.7</u> Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p>	<ul style="list-style-type: none"> Verbal Students can name some diverse national origins. Students can describe how people are different in language, coloration, etc. Verbal Students can verbalize likeness and differences in people. Students can verbalize how it feels to be rejected because of difference.

Grade 4						
<u>Month</u>	<u>ASCA standards and domain</u>	<u>Objectives</u>	<u>Essential Questions</u>	<u>Activity/lesson</u>	<u>CCSS</u>	<u>Assessment</u>
March: <i>Caring and testing (study skills)</i>	Academic Development Standard B Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college. A: B1.7 Standard A Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span. A: A1.4	Student will: <ul style="list-style-type: none"> Become a self-directed and independent learner. Accept mistakes as essential to the learning process. 	<ul style="list-style-type: none"> What is a learning style? How can I identify my learning style? How can I learn from my mistakes? 	<u>Test Anxiety Strategies</u> Students learn to recognize test anxiety, causes and coping techniques. <u>Independent Learners</u> Students learn to be self-directed independent learners through the use of diagrams of their homes to explain different kinds of help they may need and who could supply that support. <u>Learn from your mistakes</u> Students learn to apply critical thinking skills after a mistake.	<u>CCSS.ELA-Literacy.SL.4.1</u> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.	<ul style="list-style-type: none"> Observation Students can apply test anxiety strategies as well as study techniques. Observation Students understand that mistakes are part of the learning process. Students demonstrate independent thinking.

Grade 4						
Month	ASCA standards and domain	Objectives	Essential Questions	Activity/lesson	CCSS	Assessment
<p>April: <i>Fairness (sharing)</i></p>	<p>Personal/Social Development</p> <p>Standard A Students will acquire the knowledge, attitudes and interpersonal skills to help them and respect self and others.</p> <p>PS: A 2.7 PS: A2.8</p>	<p>Student will:</p> <ul style="list-style-type: none"> Know that communication involves speaking, listening and nonverbal behavior. Learn how to make and keep friends. 	<ul style="list-style-type: none"> What is effective communication? What qualities do I look for in a friend? 	<ul style="list-style-type: none"> Friendship Through activities and discussion students will identify qualities of friendship. Let's Talk Students practice non-verbal behavior to develop awareness of effective communication. 	<p><u>CCSS.ELA-Literacy.SL.4.1</u> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>	<ul style="list-style-type: none"> Observation Student will make one new friendship during the year. Students know the importance of listening. Written Student will make up a story based on pictures they see.

Grade 4						
Month	ASCA standards and domain	Objectives	Essential Questions	Activity/lesson	CCSS	Assessment
<p>May/June: <i>Career Awareness and Transitions</i></p>	<p>Career Development</p> <p>Standard A Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.</p> <p>C: A1.8; C:A2.5</p> <p>Standard C Students will understand the relationship between personal qualities, education, training and the world of work.</p> <p>C: C2.3</p>	<p>Student will:</p> <ul style="list-style-type: none"> Pursue and develop competency in areas of interest. Learn to respect individual uniqueness in the workplace Learn to work cooperatively with others as a team member. 	<ul style="list-style-type: none"> How can I be my unique self in the workplace? How can I work with others as a team member? What career would I like based on my interests? 	<ul style="list-style-type: none"> Harmony Students will demonstrate cooperative harmony through music. The Job For Me Students will develop awareness of how work can satisfy individual uniqueness in the workplace. Career Exploration Students explore careers based on their interests. 	<p><u>CCSS.ELA-Literacy.RI.4.1</u> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><u>CCSS.ELA-Literacy.RI4.4</u> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p>	<ul style="list-style-type: none"> Observation Students can identify several careers and how to get more information about them. <p>Students can identify interests' areas.</p> <p>Each student completes a collage and can identify unique aspects of several occupations of interest.</p> <p>Students can demonstrate teamwork on projects</p>

Grade 5						
Month	ASCA standards and domain	Objectives	Essential Questions	Activity/lesson	CCSS	Assessment
<p>September: <i>Diversity and Transitions</i></p>	<p>Academic Development</p> <p>Standard A Students will acquire the attitudes, knowledge, aptitudes and skills that contribute to effective learning in school and across the life span.</p> <p>Students' interactions with one another and a decline in HIB incidents can be monitored A:A1.5</p>	<ul style="list-style-type: none"> Review school policies and rules and discuss the role of the school counselor. Respecting differences in others. Recognize the importance of using self-control, listening, following directions and asking questions in the learning process. 	<ul style="list-style-type: none"> How do I recognize and accept the impact of individual similarities and differences? How can I resolve conflicts? Why am I special? 	<ul style="list-style-type: none"> <u>Respecting differences in others</u> Acting out respect through role-playing. The students will act out pro-active behaviors, understanding respect, and identifying skills to maintain relationships. <u>The Problem Solving Game</u> Everybody is an individual. Through a board game students will be provided scenarios to use problem solving, compromise, mutual respect and understanding cultural differences that may impact approaches to solving issues. <u>STAR players</u> Reinforce problem solving skills using STAR (stop, think, act/analyze, review/resolve) Have students remember that actions speak louder than words. What you physically do and how you handle situations often are viewed as more impacting. So think before you speak and before you try to physically respond, STAR about the possible outcome. 	<p><u>CCSS.ELA-Literacy.SL.5.1</u> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly</p> <p><u>CCSS.ELA-Literacy.SL.5.2</u> Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><u>CCSS.ELA-Literacy.SL.5.3</u> Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>	<ul style="list-style-type: none"> Asking the student what they experience. Students will know their counselor and the procedure for seeking help Students' ability to complete the exercise and transfer the learning outcomes to later exercises. Students participate in discussion and experiment. Students demonstrate use of STAR strategies.

				<ul style="list-style-type: none"> • <u>What's on Your Plate</u> Read the story, "One" by Kathryn Otoshi that goes along with our theme this year that is "One Person Can Make a Difference" Students then decorated handprints with their strengths and talents. Put up on the bulletin board as a reminder that we are all special and we need to respect and treat everyone with dignity. • <u>Appreciating the Diversity of Your School</u> Read the book <i>Is There Really a Human Race?</i> by Jamie Lee Curtis and Laura Cornell. The book raises the importance of appreciating our differences, learning from our mistakes, and working together to be successful. The detailed illustrations provide an opportunity to notice subtleties, thus allowing children the experience of taking their time to enjoy a book. This can be compared to life's journey. Students will recognize that our differences began at birth; recognize winning or losing is not what is most important; see mistakes as learning opportunities; understand the importance of helping each other. 		
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Grade 5						
Month	ASCA standards and domain	Objectives	Essential Questions	Activity/lesson	CCSS	Assessment
<p>October: <i>HIB*</i> <i>Awareness</i></p> <p><i>*(Harassment, Intimidation and Bullying)</i></p>	<p>Personal-Social Development</p> <p>Standard A</p> <p>Students Will acquire the knowledge, attitude and interpersonal skills to help them understand and respect self and others.</p> <p>PS:A2.3</p>	<ul style="list-style-type: none"> Understand legal issues related to harassment and discrimination Foster acceptance of people with disabilities Evaluate the effect that their behavior has on others 	<ul style="list-style-type: none"> What can I do to help stop bullying? How do I learn and apply conflict resolution skills? 	<ul style="list-style-type: none"> <u>What would you do</u> Students are provided with some scenarios, through visual media and asked to respond with how they would handle it. They will be asked to identify what the individual in the scenarios could have done differently <u>Is it bullying or not?</u> Students will be asked to read several scenarios and evaluate whether or not is can be classified as a HIB incident and how to remedy the situation. <u>Consequences of bullying</u> Read the story, "Westlandia". View a PowerPoint on bullying behaviors and the consequences of bullying. Students then fill out a review worksheet on the lesson. Students will participate in building a marshmallow tower building as a teambuilding activity. Each group will be given 60 toothpicks and 50 marshmallows and 15 minutes to build the tower. Students will determine via voting the criteria for the "best" tower. 	<p><u>CCSS.ELA-Literacy.SL.5.1 E</u> ngage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners <i>on grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly</p> <p><u>CCSS.ELA-Literacy.RI.5.1 Q</u> uote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<ul style="list-style-type: none"> Students will discuss rights and responsibilities. Students will discuss how to get rights they would like to have. Students can use the steps of resolving a conflict. HIB Incident Reports/ Suspension data

Grade 5						
Month	ASCA standards and domain	Objectives	Essential Questions	Activity/lesson	CCSS	Assessment
November: <i>Trustworthiness</i>	Personal-Social Development Standard C Students will understand safety and survival skills. PS:C1.3	<ul style="list-style-type: none"> Discuss the differences between appropriate and inappropriate physical contact Identify situations requiring peer support and those requiring adult assistance. 	<ul style="list-style-type: none"> What is trustworthiness? What are the benefits of being truthful? How do I learn to have integrity? 	<ul style="list-style-type: none"> Trusting Circle and Tree Review how you can show trustworthiness. (keep promises, return what you borrow, do what you say you will, be truthful and honest, be loyal and a good friend) Students will make a “leaf” for a trusting tree. They can use suggested ways of being trustworthy or brainstorm ways on their own to put on leaf for tree. Tree will be displayed as reminder for students 	<p><u>CCSS.ELA-Literacy.SL.5.1</u> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others’ ideas and expressing their own clearly.</p> <p><u>CCSS.ELA-Literacy.RI.5.1</u> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<ul style="list-style-type: none"> Students can give examples of appropriate and inappropriate behaviors and who to go to for help. Students will be able to identify several community and school sources of assistance and enrichment.

Grade 5						
Month	ASCA standards and domain	Objectives	Essential Questions	Activity/lesson	CCSS	Assessment
<p>December: <i>Responsibilities (decision-making and self-control)</i></p>	<p>Personal-Social Development</p> <p>Standard B Students will make decisions, set goals and take necessary action to achieve goals. PS:B1.1</p>	<ul style="list-style-type: none"> Understand consequences of decisions and choices. Provide examples of how past decisions have affected present actions. Identify and analyze the importance of generating alternatives to decisions they make. 	<ul style="list-style-type: none"> How can I control my actions (think before act)? What strategies can I learn to avoid and resolve conflict? 	<ul style="list-style-type: none"> <u>YOGA!!!</u> A child with self control will has a greater chance of being successful. Therefore, students will learn how to relax their body and manage stress which regulates their body and overall health (www.crescentlife.com) <u>Decisions- what should I do?</u> First a PowerPoint is viewed describing how to discriminate between different instances. Then a list of scenarios is given to students and they need to determine how they would handle it. 	<p><u>CCSS.ELA-Literacy.SL.5.1</u> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly</p> <p><u>CCSS.ELA-Literacy.RI.5.7</u> Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p>	<ul style="list-style-type: none"> Students participate in discussion. Students review the steps necessary for making decisions. Students practice making decisions. Students listen to discussion. Students choose positive solutions to various conflict situations

Grade 5						
Month	ASCA standards and domain	Objectives	Essential Questions	Activity/lesson	CCSS	Assessment
<p>January: <i>Citizenship/ Goal setting</i></p>	<p>Academic Development</p> <p>Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college. A:B2.1</p>	<ul style="list-style-type: none"> Describe a goal. Describe the difference between a long and short-term goal. Learn to set short and long term goals. 	<ul style="list-style-type: none"> How do I distinguish between a short and long term goal? How do I set goals for myself? 	<ul style="list-style-type: none"> Goal Setting: GOAL FOR SCHOOL: Something that they want to achieve academically. (better grades, read more books, better relationship with a teacher) GOAL FOR A RELATIONSHIP WITH A FRIEND: It could be a relationship that they want to improve, a relationship that they want to start or anything that they feel would be worthy of a goal. GOAL FOR A RELATIONSHIP WITH A FAMILY MEMBER: Similar to above. Interestingly, most children with siblings make their goal about being nicer to them. 	<p><u>CCSS.ELA-Literacy.SL.5.1</u> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly</p> <p><u>CCSS.ELA-Literacy.W.5.2</u> Write informative/explanatory texts to examine a topic and convey ideas and information clearly</p>	<ul style="list-style-type: none"> Students can articulate strategies for reaching a goal. Students can accurately assess their areas of strength and weakness. Students can identify at least two strategies for improvement.

				<p><u>GOAL FOR GIVING SELFLESSLY:</u> Explain to them that sometimes the problem with goals is they can be quite all about me, me, and me. This is why it is also important to have goals that help other people or the environment. The goals need to be about them doing something without expecting anything in return.</p> <p>For each goal ask them to write three action steps that they could do to help make their goal a reality and then develop and achieve their goals.</p>		
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Grade 5						
Month	ASCA standards and domain	Objectives	Essential Questions	Activity/lesson	CCSS	Assessment
<p>February: <i>Multi-cultural awareness</i></p>	<p>Personal-Social Development</p> <p>Standard A Students Will acquire the knowledge, attitude and interpersonal skills to help them understand and respect self and others. PS:A2.4</p>	<ul style="list-style-type: none"> Recognize individual differences and similarities, ethnic and cultural diversity and various family configuration in others Identify their characteristics, abilities and strengths and explore how they can be expanded Use appropriate verbal and nonverbal communication 	<ul style="list-style-type: none"> What is culture? How does my heritage impact my culture? How does living in a “melting pot” help teach about others? 	<ul style="list-style-type: none"> Accepting Differences Time the students for one minute as they write their names in cursive with their dominant hand. Next, switch to their non-dominant writing hand. Then ask students how they did. Then give lists of tasks which students rate as either “easy,” “hard,” “impossible,” or “never tried it.” Then compare results and show what is easy for one, might be hard or nearly impossible for someone else. Take away message is that it's okay to be yourself...be proud and confident of that. Read the book, “It's Okay to Be Different” by Todd Parr. It's a story about accepting differences and being okay with ourselves. Who Am I? Discussion about how our various cultures, languages, and heritages make up our society. Students will write about themselves on a paper leaf. Each student will share his leaf with the class. The 	<p><u>CCSS.ELA-Literacy.SL.5.1</u> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly</p> <p><u>CCSS.ELA-Literacy.RI.5.7</u> Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p>	<ul style="list-style-type: none"> Students participate in discussion. Student complete leaves and share their cultural information with class Students can recognize and use effective communication skills. Students can complete web quest which will be graded via a rubric.

				<p>leaves will be placed on a bulletin board under the title, "Our Classroom Tree."</p> <ul style="list-style-type: none"> • <u>Celebrating Diversity</u> Students participate in school wide activities & assemblies: African American History Month. • <u>Let's Talk</u> Students will listen to information about the principles of good verbal and nonverbal communication. They will work in groups to practice effective communication skills as they discuss recent movies. • <u>Immigration research and web quest</u> The link is a web quest where 2 students partner to research and present their findings. The choice is to be a reporter or the immigrant. http://www.kn.pacbell.com/wired/fil/pages/webusimmi.htm ! 		
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Grade 5						
Month	ASCA standards and domain	Objectives	Essential Questions	Activity/lesson	CCSS	Assessment
<p>March: <i>Caring and testing (study skills)</i></p>	<p>Academic Development</p> <p>Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college. A:B2.3</p>	<ul style="list-style-type: none"> Identify Study Skills and develop a plan for monitoring study time Learn that patience and focus help individuals meet their personal goals. 	<ul style="list-style-type: none"> How can I approach assessments in order to achieve academic success? How can a positive outlook help me remain focused on the task? 	<ul style="list-style-type: none"> Top Notch Test Taking Strategies -Do Your Best Work- Think “Personal Best” and Check Your Work -Prepare Ahead of Time- Good Night Sleep, Positive Attitude, & Healthy Breakfast -Pace Yourself- Find the Right Pace for You -Use Your Tools- Highlighter, Striker, Reading Guideline, Math Manipulative, & Others -Be Careful With Your Work- Take Your Time and Mark the Best Choice -Quiet Atmosphere- Keep Chair, Body, and Pencil Quiet Positive Affirmations Listed are sample affirmations for kids to think about when they’re in testing situations. Students make “tickets” of positive thoughts and create ticket booth visual for affirmations and decorated it. -I always try to do my best on tests. -Stay positive. Do not worry. Relax. -I am smart and like to learn. -I will use good test-taking skills, listening, thinking, and checking my work. 	<p><u>CCSS.ELA-Literacy.SL.5.1</u> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others’ ideas and expressing their own clearly.</p>	<ul style="list-style-type: none"> Student will demonstrate appropriate study skills. Students’ ability to complete the exercise and transfer the learning outcomes to later exercises. Students will demonstrate and use Test Anxiety Strategies.

Grade 5						
Month	ASCA standards and domain	Objectives	Essential Questions	Activity/lesson	CCSS	Assessment
<p>April: <i>Fairness (sharing)</i></p>	<p>Academic Development</p> <p>Standard A Students will acquire the attitudes, knowledge, aptitudes and skills that contribute to effective learning in school and across the life span. A:A3.2</p>	<ul style="list-style-type: none"> Learn how to understand that not all situations are as equitable as they seem. Also, that sometimes accommodations are needed to level the playing field. Demonstrate how cooperation positively affect learning. 	<ul style="list-style-type: none"> How can I determine if I am being treated fairly and if I treat others fairly? How do I learn to work well with others? How can I disagree with someone's opinion without hurting their feelings? 	<ul style="list-style-type: none"> <u>It's In The Cards</u> To make better judgments about people we need to get to know them. Have students make trading cards using an index card and their picture. Glue their picture on the unlined side and write information about themselves on the lined side. Decorate card as desired, then laminate. Have students write 4 questions to ask someone to get to know them. Divide class in pairs and have them share information on their cards and then have the other student ask questions. Do once a week until all students have been paired up. <i>Source: Time to Enrich, & Developing Character When It Counts, 1999</i> <u>My Opinion</u> Students have opinions on current topics that are important to them and often feel no one is listening. Make a container labeled <i>My Opinion</i>. Students put in topics they would like to discuss. Once a month draw a slip(s) and give your 	<p><u>CCSS.ELA-Literacy.SL.5.1</u> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly</p>	<ul style="list-style-type: none"> Students create a drawing project with a partner. Students share project with class. Students discuss the process of working cooperatively with each other. Student continues to show cooperative behavior daily.

				<p>students an opportunity to give their opinion. Have a podium set up and a set amount of time that a student can speak to the topic. Encourage students to listen to their classmate's opinions with an open mind to better understand their point of view. <i>Source: Developing Character When It Counts, 1999.</i></p> <ul style="list-style-type: none"> <p><u>The Jury Is In</u> A jury's job is to make a fair decision. Have students work as a jury to decide the fairness of each statement. If the group can't agree try to convince them to change their minds based on your opinion. But, you must reach a consensus, meaning only one group judgment per statement. For each statement write agree or disagree & why.</p> <ol style="list-style-type: none"> An allowance should be based on doing chores around the house. Sometimes promises have to be broken. When sharing, everyone should get an equal amount. If my friends can do something, then I should be able to; too. <p><i>Source: Missouri 4-H Show-Me Character All Stars.</i></p> 		
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Grade 5						
Month	ASCA standards and domain	Objectives	Essential Questions	Activity/lesson	CCSS	Assessment
<p>May/June: <i>Career Awareness and Transitions</i></p>	<p>Career Development</p> <p>Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions. C:A1.1</p>	<ul style="list-style-type: none"> Understand that school success and academic achievement helps with future work opportunities Identify interests and abilities as they relate to various occupations Understand the transitions of moving from being an elementary student to a middle school student and the expectations. 	<ul style="list-style-type: none"> How do I learn about my interests and natural ability? How do I recognize what I do now may eventually impact my career options? 	<ul style="list-style-type: none"> <u>Transition to Middle School</u> 5th grade students with a tour of the building, an introduction to the leaders of the school, and information about activities and programs in the school. The district supports this program by providing bus transportation for the 5th grade students to the middle schools. <u>Interpersonal and Communication Skills: Meeting New People and Making New Friends.</u> Students will be able to develop self-confidence and strategies that will make the transition to middle school more successful. <u>Middle School Reflection Writing Assignment.</u> In a few months, you will be entering middle school. Identify the concerns you have about the courses that you will be taking. How might you deal with some of these concerns? 	<p><u>CCSS.ELA-Literacy.RI.5.1</u> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><u>CCSS.ELA-Literacy.RI.5.4</u> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>.</p>	<ul style="list-style-type: none"> Student reports the connection of academic skills with new information about mathematic, reading skills. Students complete the interest inventory. Students can identify at least one career of interest for further exploration. Students will demonstrate a level of insight and awareness of their academic standing.

Grade 6						
Month	ASCA standards and domain	Objectives	Essential Questions	Activity/lesson	CCSS	Assessment
<p>September: <i>Diversity and Transitions</i></p>	<p>Academic Development</p> <p>Standard A Students will acquire the attitudes, knowledge, aptitudes and skills that contribute to effective learning in school and across the life span.</p> <p>Students' interactions with one another and a decline in HIB incidents can be monitored A:A1.5</p>	<ul style="list-style-type: none"> Report name, role, and function of the school counselor. Identify situations on which he/she needs to ask for help Identify attitudes and behaviors that lead to successful learning Recognize the importance of using self-control, listening, following directions and asking questions in the learning process. 	<ul style="list-style-type: none"> How do I recognize the impact of change and transition? How do I recognize and accept the impact of individual similarities and differences? How do I learn what resources and services are available to me through the school counselor, and when do I ask for help? 	<ul style="list-style-type: none"> The New Kid Students will learn about change and transition and develop new skills in transitioning. Can I help you? Students develop scenarios for seeking help from adults. Does this Behavior work? Students practice identifying positive and negative behaviors that affect learning attitudes. Celebrating Diversity Students participate in school wide activities & assemblies: Hispanic Heritage Month. It's all about Control Students will participate in a discussion about self-control. They will then participate in an experiment in which they will be timed for one minute to see if they can control their behavior. 	<p>CCSS.ELA-Literacy.SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>CCSS.ELA-Literacy.SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p> <p>CCSS.ELA-Literacy.SL.6.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<ul style="list-style-type: none"> Asking the student what they experience. Students will know their counselor and the procedure for seeking help Students' ability to complete the exercise and transfer the learning outcomes to later exercises. Students participate in discussion and experiment. Students demonstrate use of self-control techniques on a regular basis.

Grade 6						
Month	ASCA standards and domain	Objectives	Essential Questions	Activity/lesson	CCSS	Assessment
<p>October: <i>HIB*</i> <i>Awareness</i></p> <p><i>*(Harassment, Intimidation and Bullying)</i></p>	<p>Personal-Social Development</p> <p>Standard A</p> <p>Students Will acquire the knowledge, attitude and interpersonal skills to help them understand and respect self and others.</p> <p>PS:A2.3</p>	<ul style="list-style-type: none"> Understand legal issues related to harassment and discrimination Foster acceptance of people with disabilities Evaluate the effect that their behavior has on others 	<ul style="list-style-type: none"> What is HIB and how can I contribute in creating an environment where HIB is not accepted? How do I learn and apply conflict resolution skills? 	<ul style="list-style-type: none"> <u>I have Rights</u> Students will participate in a discussion about rights and responsibilities. They will complete a worksheet on which they check off the rights they have now and the ones they would like to have. They will decide how they can get the rights they would like to have. <u>Can we work it out?</u> Students will learn conflict resolution skills. They will work with a partner to practice using the skills in various conflict situations. <u>School wide Assemblies</u> Students will learn about the HIB law, school procedure for reporting & ways to prevent HIB. 	<p>CCSS.ELA-Literacy.SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>CCSS.ELA-Literacy.RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<ul style="list-style-type: none"> Students will discuss rights and responsibilities. Students will discuss how to get rights they would like to have. Students can use the steps of resolving a conflict. HIB Incident Reports/ Suspension data

Grade 6						
<u>Month</u>	<u>ASCA standards and domain</u>	<u>Objectives</u>	<u>Essential Questions</u>	<u>Activity/lesson</u>	<u>CCSS</u>	<u>Assessment</u>
<p>November: <i>Trustworthiness</i></p>	<p>Personal-Social Development</p> <p>Standard C Students will understand safety and survival skills. PS:C1.3</p>	<ul style="list-style-type: none"> Discuss the differences between appropriate and inappropriate physical contact Identify situations requiring peer support and those requiring adult assistance. 	<ul style="list-style-type: none"> How do my actions affect my relationships? What are the benefits of being truthful? How do I learn to have integrity? 	<ul style="list-style-type: none"> Respect my Boundaries Students will participate in a discussion about respect. They will brainstorm a list of ways we show respect for others, include inappropriate touching. Who can I Ask? Students will be given different scenarios in which they will have to figure out who should they ask for help. 	<p>CCSS.ELA-Literacy.SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>CCSS.ELA-Literacy.RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<ul style="list-style-type: none"> Students can give examples of appropriate and inappropriate behaviors and who to go to for help. Students will be able to identify several community and school sources of assistance and enrichment.

Grade 6						
Month	ASCA standards and domain	Objectives	Essential Questions	Activity/lesson	CCSS	Assessment
December: <i>Responsibilities (decision-making and self-control)</i>	Personal-Social Development Standard B Students will make decisions, set goals and take necessary action to achieve goals. PS:B1.1	<ul style="list-style-type: none"> Understand consequences of decisions and choices Provide examples of how past decisions have affected present actions Identify and analyze the importance of generating alternatives to decisions they make 	<ul style="list-style-type: none"> How do I learn to accept correction and accept consequences? What strategies can I learn to avoid and resolve conflict? 	<ul style="list-style-type: none"> Choices & Consequences Students will participate in a discussion about choices and consequences. They will discuss decisions they have made, how they made the decisions, the risks involved and the consequences of the decision. Problem Solving Students will listen to information about problem-solving. They will, when presented with various conflict situations involving another person, consider the many different positive ways to solve the problem they are having with the person. 	CCSS.ELA-Literacy.SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. CCSS.ELA-Literacy.RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	<ul style="list-style-type: none"> Students participate in discussion. Students review the steps necessary for making decisions. Students practice making decisions. Students listen to discussion. Students choose positive solutions to various conflict situations

Grade 6

<u>Month</u>	<u>ASCA standards and domain</u>	<u>Objectives</u>	<u>Essential Questions</u>	<u>Activity/lesson</u>	<u>CCSS</u>	<u>Assessment</u>
<p>January: <i>Citizenship/ Goal setting</i></p>	<p>Academic Development</p> <p>Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college. A:B2.1</p>	<ul style="list-style-type: none"> Describe a goal Describe the difference between a long and short-term goal Learn to set short and long term goals 	<ul style="list-style-type: none"> How do I distinguish between a short and long term goal? How do I set goals for my time in middle school? How do I set goals for high school and college? 	<ul style="list-style-type: none"> Goal Setting Students will identify and illustrate a goal. They will establish a plan to achieve the goal. Strengths & Weakness Students identify their personal likes and dislikes and how they relate to educational plans. Students will identify their academic strengths and weaknesses. 	<p>CCSS.ELA-Literacy.SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>CCSS.ELA-Literacy.W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content</p>	<ul style="list-style-type: none"> Students can articulate strategies for reaching a goal. Students can accurately assess their areas of strength and weakness. Students can identify at least two strategies for improvement.

Grade 6						
Month	ASCA standards and domain	Objectives	Essential Questions	Activity/lesson	CCSS	Assessment
February: <i>Multi-cultural awareness</i>	Personal-Social Development Standard A Students Will acquire the knowledge, attitude and interpersonal skills to help them understand and respect self and others. PS:A2.4	<ul style="list-style-type: none"> Recognize individual differences and similarities, ethnic and cultural diversity and various family configuration in others Identify their characteristics, abilities and strengths and explore how they can be expanded Use appropriate verbal and nonverbal communication 	<ul style="list-style-type: none"> What is culture? How can I create an environment where cultural differences can be celebrated? How does geography or where we come from affect culture? 	<ul style="list-style-type: none"> Who Am I? Students will participate in a discussion about the different cultures, languages, and heritages that make up our society. They will respond to questions about themselves on a paper leaf. Each student will share his leaf with the class. The leaves will be placed on a bulletin board under the title, "Our Classroom Tree." Celebrating Diversity Students participate in school wide activities & assemblies: African American History Month. Let's Talk Students will listen to information about the principles of good verbal and nonverbal communication. They will work in groups to practice effective communication skills as they discuss recent movies. 	<p>CCSS.ELA-Literacy.SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>CCSS.ELA-Literacy.RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p>	<ul style="list-style-type: none"> Students participate in discussion. Student complete leaves and share their cultural information with class Students can recognize and use effective communication skills.

Grade 6						
Month	ASCA standards and domain	Objectives	Essential Questions	Activity/lesson	CCSS	Assessment
<p>March: <i>Caring and testing (study skills)</i></p>	<p>Academic Development</p> <p>Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college. A:B2.3</p>	<ul style="list-style-type: none"> Identify Study Skills and develop a plan for monitoring study time Demonstrate dependability, productivity and initiative 	<ul style="list-style-type: none"> How do I manage my time to maximize academic achievement? How do I research and prepare for college? 	<ul style="list-style-type: none"> Study Skills Students will identify steps to successful study habits. Persistence =Success Students learn how persistence affects learning. Test Anxiety Strategies Students learn to recognize test anxiety, causes and coping techniques. 	<p>CCSS.ELA-Literacy.SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>	<ul style="list-style-type: none"> Student will demonstrate appropriate study skills. Students' ability to complete the exercise and transfer the learning outcomes to later exercises. Students will demonstrate and use Test Anxiety Strategies.

Grade 6						
Month	ASCA standards and domain	Objectives	Essential Questions	Activity/lesson	CCSS	Assessment
<p>April: <i>Fairness (sharing)</i></p>	<p>Academic Development</p> <p>Standard A Students will acquire the attitudes, knowledge, aptitudes and skills that contribute to effective learning in school and across the life span. A:A3.2</p>	<ul style="list-style-type: none"> Learn how to work cooperatively in a group as well as independently Demonstrate how cooperation positively affect learning 	<ul style="list-style-type: none"> How do I connect my current academic performance to my future educational options? How do I learn to work well with others? 	<ul style="list-style-type: none"> Cooperation Works Students will work in groups of two to complete a drawing project. When everyone has finished each group will share their drawing with the class. They will discuss the experience of working together cooperatively. 	<p>CCSS.ELA-Literacy.SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>	<ul style="list-style-type: none"> Students create a drawing project with a partner. Students share project with class. Students discuss the process of working cooperatively with each other. Student continues to show cooperative behavior daily.

Grade 6						
Month	ASCA standards and domain	Objectives	Essential Questions	Activity/lesson	CCSS	Assessment
<p>May/June: <i>Career Awareness and Transitions</i></p>	<p>Career Development</p> <p>Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions. C:A1.1</p>	<ul style="list-style-type: none"> • Begin self-exploration in areas of skills, abilities and interests • Understand that school success and academic achievement helps with future work opportunities • Identify interests and abilities as they relate to various occupations 	<ul style="list-style-type: none"> • How do I learn about my interests and natural ability? • How do I recognize what career relates to my interests and abilities? 	<ul style="list-style-type: none"> • <u>A Day in the Life of...</u> Students investigate what engineers do. Students learn the relationship of engineering to school math and literature. • <u>Career Exploration</u> Students take a self-scoring interest inventory. • <u>Next Step</u> Students will meet with their counselor to review their academic standing, summer school options, and summer enrichment programs. 	<p>CCSS.ELA-Literacy.RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS.ELA-Literacy.RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p>	<ul style="list-style-type: none"> • Student reports the connection of academic skills with new information about mathematic, reading skills. • Students complete the interest inventory. Students can identify at least one career of interest for further exploration. • Students will demonstrate a level of insight and awareness of their academic standing.

Plainfield Public Schools Grade 7						
Month	ASCA standards and domain	Objectives	Essential Questions	Activity/lesson	CCSS	Assessment
<p>September: <i>Diversity and Transitions</i></p>	<p>Academic Development</p> <p>Standard A</p> <p>Students will acquire the attitudes, knowledge, aptitudes and skills that contribute to effective learning in school and across the life span. A:A1.5, A:A2.4, A:A3.2</p>	<ul style="list-style-type: none"> Demonstrate how effort and persistence positively affect learning. Demonstrate the ability to work independently and cooperatively. Apply knowledge of learning styles to school performance 	<ul style="list-style-type: none"> How do reach my full academic potential? How can I identify my learning style? How do use my learning style to be a better student? 	<ul style="list-style-type: none"> <u>Steps to Success</u> Students Will practice developing goal statements Lessons will be introduced by discussing the planning process with students. <u>Let's Work!</u> Students will learn to work independently and cooperatively; they are divided into several groups and assigned a task. Students have to decide how to complete assignment without further instruction. <u>What is my Learning Style?</u> Students will experience different learning styles to explore their preferred mode of learning. 	<p><u>CCSS ELA-Literacy.SL.7.1</u> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p><u>CCSS.ELA-Literacy.SL.7.2</u> Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p> <p><u>CCSS.ELA-Literacy.SL.7.3</u> Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence</p>	<ul style="list-style-type: none"> Observing Student's ability to complete the activity (working Independently and Cooperatively in a group). Using Learning Outcomes Transferring skills learned to school work(i.e. ability to focus on class assignments). Written Student is able to develop planning steps for achieving a goal.

Grade 7						
Month	ASCA standards and domain	Objectives	Essential Questions	Activity/lesson	CCSS	Assessment
<p>October: <i>Self-Awareness</i></p> <p><i>HIB (Harassment, Intimidation and Bullying)</i></p>	<p>Personal-Social Development</p> <p>Standard C</p> <p>Students will understand safety and survival skills PS:C1.2, PS:C1.9</p>	<ul style="list-style-type: none"> Understand legal issues related to harassment and discrimination Compare ways to cope with peer pressure 	<ul style="list-style-type: none"> What is HIB, how can I contribute in creating an environment where HIB is not accepted? How do I respond to peer pressure effectively? 	<ul style="list-style-type: none"> <u>I have Rights</u> Students will participate in a discussion about rights and responsibilities. They will complete a worksheet on which they check off the rights they have now and the ones they would like to have. They will decide how they can get the rights they would like to have. <u>Cope with Peer Pressure</u> Students will develop strategies to comparing ways to cope peer pressure. <u>School wide Assemblies</u> Students will learn about the HIB law, school procedure for reporting & ways to prevent HIB. 	<p><u>CCSS.ELA-Literacy.SL.7.1</u> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly</p> <p><u>CCSS.ELA-Literacy.RI.7.1</u> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p>	<ul style="list-style-type: none"> Verbal: Students will discuss rights and responsibilities. Students will discuss how to get rights they would like to have. Written: Student can list situations in which they might feel pressured. Students write scripts with assertive responses to various pressure situations and styles. HIB Incident Reports/ Suspension Data Assembly Attendance

Grade 7						
Month	ASCA standards and domain	Objectives	Essential Questions	Activity/lesson	CCSS	Assessment
November: <i>Trustworthiness</i>	<p>Personal-Social Development</p> <p>Standard A</p> <p>Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.</p> <p>PS:A1.6, PS:A1.5, PS:A2.8</p>	<ul style="list-style-type: none"> Distinguish between appropriate and inappropriate behaviors. Research how to make and keep friends. Classify and appropriately express feelings. 	<ul style="list-style-type: none"> How do I value myself and others? How does telling the truth help me grow? What characteristics should I look for in a friend? 	<ul style="list-style-type: none"> <u>It's all about Respect!</u> Students will distinguish between appropriate and inappropriate behaviors through identifying passive, aggressive and assertive behaviors. <u>Let's be Friends</u> Students will participate in a discussion about friendships, including practices they use to make and keep friends. They will list (and rank) at least 10 qualities that they value in a friend. <u>My Feelings</u> Students will participate in a discussion about how different events cause us to have various feelings and explore ways to appropriately handle those feelings. 	<p><u>CCSS.ELA-Literacy.SL.7.1</u> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly</p> <p><u>CCSS.ELA-Literacy.RI.7.1</u> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p>	<ul style="list-style-type: none"> Observation; Students will practice identifying passive, aggressive, and assertive behaviors. Written Students will complete behavior worksheet. Verbal Students participate in discussion Written Students can list the qualities they value in friendships Verbal: Students will discuss how events affect our feelings. Students will explore ways to handle difficult feelings and share with class. Written Students will list situations/events which cause us to feel a certain way.

Grade 7						
Month	ASCA standards and domain	Objectives	Essential Questions	Activity/lesson	CCSS	Assessment
<p>December: <i>Responsibilities (decision-making and self-control)</i></p>	<p>Personal-Social Development</p> <p>Standard B Students will make decisions, set goals and take necessary action to achieve goals. PS:B1.5, PS:B1.8, PS:B1.4</p>	<ul style="list-style-type: none"> Demonstrate when, where and how to seek help for solving problems and making decisions Develop effective coping skills for dealing with problems Indicate when peer pressure is influencing a decision 	<ul style="list-style-type: none"> How do I strengthen my problem solving skills? How can I become a better decision maker? What is an appropriate response in a difficult situation? 	<ul style="list-style-type: none"> Who can Help Students will learn who they can ask for help when they are experiencing negative feelings by first learning to identify feelings associated behaviors. Coping Skills Students will participate in a discussion about the fact that we all have problems in our lives and about the importance of learning to cope. They will brainstorm problem situations and share ways they have coped with these situations in the past. Decisions, Decisions Students will listen to information about peer pressure. They will make decisions about how they would handle various peer pressure situations. They will indicate if peer pressure affected their decision. 	<p><u>CCSS.ELA-Literacy.SL.7.1</u> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clear.</p> <p><u>CCSS.ELA-Literacy.RI.7.7</u> Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</p>	<ul style="list-style-type: none"> Observation Students can demonstrate ways to get help in school. Verbal Students can identify positive steps to take to cope with problems. Observation Students will use skills to handle difficult situations and can identify peer pressure techniques.

Grade 7						
Month	ASCA standards and domain	Objectives	Essential Questions	Activity/lesson	CCSS	Assessment
<p>January: <i>Citizenship/ Goal setting</i></p>	<p>Academic Development</p> <p>Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college. A:B1.1, A:B2.4, A:B2.5</p>	<ul style="list-style-type: none"> • Demonstrate a goal setting process. • Demonstrate the motivation to achieve individual potential. • Use problem-solving and decision-making skills to assess progress towards educational goals. 	<ul style="list-style-type: none"> • How do I distinguish between a short and long term goal? • How do I set goals for my transition to the 8th grade? • How do I set goals for higher education? 	<ul style="list-style-type: none"> • <u>Let's Go for The GOAL!</u> Students will identify an achievable goal. They will establish a plan to achieve the goal. • <u>Choices=Success</u> Students will relate how an end product is affected by choice in the process. • <u>My Values</u> This lesson is designed to solidify values. Students will participate in an auction of dreams and will discuss their choices. 	<p><u>CCSS.ELA-Literacy.SL.7.1</u> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clear.</p> <p><u>CCSS.ELA-Literacy.W.7.2</u> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>	<ul style="list-style-type: none"> • Verbal Students can articulate strategies for reaching a goal. • Observation Students demonstrate decision-making and teamwork skills. • Observation Students can identify values of importance to them.

Grade 7						
Month	ASCA standards and domain	Objectives	Essential Questions	Activity/lesson	CCSS	Assessment
<p>February: <i>Multi-cultural awareness</i></p>	<p>Personal-Social Development</p> <p>Standard A</p> <p>Students Will acquire the knowledge, attitude and interpersonal skills to help them understand and respect self and others.</p> <p>PS:A2.4,PS:A2.2, PS:A2.7</p>	<ul style="list-style-type: none"> Recognize, accept and appreciate ethnic and cultural diversity. Respect alternative points of view. Understand that communication involves speaking, listening, and non-verbal behavior. 	<ul style="list-style-type: none"> What is culture? How can I create an environment where cultural diversity is celebrated? How does geography or where we come from affect culture and my worldview? 	<ul style="list-style-type: none"> Who Am I? Students will participate in a discussion about the different cultures, languages, and heritages that make up our society. They will respond to questions about themselves on a paper leaf. Each student will share his leaf with the class. The leaves will be placed on a bulletin board under the title, "Our classroom Tree." Let's Communicate Students will listen to information about how communication involves speaking, listening, and non-verbal behavior. They will listen to a message which the counselor reads to them and answer questions about the message. What's Your View? Students will participate in class discussion about how our different backgrounds give us different perspectives. They will respond to questions about their various backgrounds and compare their backgrounds with those of their classmates. They will discuss the need to respect different viewpoints. 	<p><u>CCSS.ELA-Literacy.SL.7.1</u> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p><u>CCSS.ELA-Literacy.RI.7.7</u> Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</p>	<ul style="list-style-type: none"> Verbal Students participate in discussion about different cultures. Written Students complete "leaves" project and share with class. Interviews Students listen to message and can correctly answer questions about the message. Verbal Students participate in discussion and respond to questions about their backgrounds. Observation Students show tolerance when comparing viewpoints.

Grade 7						
Month	ASCA standards and domain	Objectives	Essential Questions	Activity/lesson	CCSS	Assessment
<p>March: <i>Caring and testing (study skills)</i></p>	<p>Academic Development</p> <p>Standard B:</p> <p>Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.</p> <p>A:B1.3, A:B1.5</p>	<ul style="list-style-type: none"> Organize and apply academic information from a variety of sources Apply study skills necessary from academic success. 	<ul style="list-style-type: none"> How do I manage my time to maximize academic achievement? How do I develop effective test taking and study habits? How do I research and prepare for high school and beyond? 	<ul style="list-style-type: none"> Test Anxiety Strategies Students learn to recognize test anxiety, causes and coping techniques. Research Skills Students will be given a topic that is a current event: a weather phenomenon, an education issue, or other subject related to the community or state. The class will investigate the topic using various sources. 	<p>CCSS.ELA-Literacy.SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>	<ul style="list-style-type: none"> Observation Students can apply test anxiety strategies as well as study techniques. Observation Students are able to plan multiple ways of investigating a topic and can retrieve information from a variety of sources.

Grade 7						
Month	ASCA standards and domain	Objectives	Essential Questions	Activity/lesson	CCSS	Assessment
<p>April: <i>Fairness (sharing)</i></p>	<p>Academic Development</p> <p>Standard C</p> <p>Students will Understand the relationship of academics to the world of work and to life at home and in the community.</p> <p>A:C1.2, A:C1.4</p>	<ul style="list-style-type: none"> • Research the value of lifelong learning as essential to seeking, obtaining, and maintaining life goals. • Consider co-curricular and community experiences to enhance the school experience. 	<ul style="list-style-type: none"> • How does my current academic performance affect my future educational goals? • How do I learn to work well with others? • How can community involvement help me develop as a scholar and person? 	<ul style="list-style-type: none"> • “A Look at the Future” Students develop interview questions and interview adults. About the changing job market. • Time Management Students analyze time spent during one week for the purpose of organizing the extra-curricular activities. 	<p><u>CCSS.ELA-Literacy.SL.7.1</u> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p>	<ul style="list-style-type: none"> • Verbal Students complete the interview. • Student can cite at least three future trends in the workplace. • Observation Students can identify strategies for managing their extra –curricular activities.

Grade 7						
Month	ASCA standards and domain	Objectives	Essential Questions	Activity/lesson	CCSS	Assessment
<p>May/June: <i>Career Awareness and Transitions</i></p>	<p>Career Development</p> <p>Standard C: Students will understand the relationship between personal qualities, education, training and the world of work.</p> <p>C:C1.7,</p> <p>Career Development Standard B: Students will employ strategies to achieve future career goals with success and satisfaction.</p> <p>C:B2.5</p>	<ul style="list-style-type: none"> Understand that work is an important and satisfying means of personal expression. Maintain a career-planning portfolio 	<ul style="list-style-type: none"> How do I develop self-exploration in areas of skills, abilities and interests? How does school success and academic achievement help with future work opportunities? Research interests and abilities as they relate to various occupations? 	<ul style="list-style-type: none"> <u>My Life /My Career</u> Students will explore careers and associated lifestyles to determine how work satisfies one’s interests and needs. <u>“Career Portfolio Contents”</u> Students begin the process of keeping information related to interests, achievement, hobbies, course requirements, etc. for post-secondary planning purposes (to be continued in 8th grade). 	<p><u>CCSS.ELA-Literacy.RI.7.1</u> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p><u>CCSS.ELA-Literacy.RI.7.4</u> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p>	<ul style="list-style-type: none"> Verbal Students can give examples of how work is satisfying in ways other than monetarily. Written Student beginning the process of developing their career portfolio.

Grade 8						
Month	ASCA standards and domain	Objectives	Essential Questions	Activity/lesson	CCSS	Assessment
<p>September: <i>Diversity and Transitions</i></p>	<p>Academic Development</p> <p>Standard A</p> <p>Students will acquire the attitudes, knowledge, aptitudes and skills that contribute to effective learning in school and across the life span.</p> <p>A:A1.5, A:A2.4</p>	<ul style="list-style-type: none"> Identify attitudes and behaviors that lead to successful learning Apply knowledge and learning styles to positively influence school performance 	<ul style="list-style-type: none"> How do I reach my full academic potential? How can I identify my learning style? How do I use my learning style to be a better student? 	<ul style="list-style-type: none"> <u>What's your Learning Style?</u> Students will participate in a discussion of ways personality and attitudes affect our preferred learning style. <u>Skills for being an Effective Learner</u> Students observe experientially the impact of attitudes and behaviors on teamwork. 	<p><u>CCSS.ELA-Literacy.SL.8.1</u> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p><u>CCSS.ELA-Literacy.SL.8.2</u> Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p><u>CCSS.ELA-Literacy.SL.8.3</u> Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced</p>	<ul style="list-style-type: none"> Observation Students can explore learning styles and apply the information to their achievement goals. Analyze/Feedback Students participate in activity. Students can use and receive constructive criticism during a team project.

Grade 8						
Month	ASCA standards and domain	Objectives	Essential Questions	Activity/lesson	CCSS	Assessment
<p>October: <i>HIB*</i> <i>Awareness</i></p> <p><i>*(Harassment , Intimidation and Bullying)</i></p>	<p>Personal-Social Development Standard C</p> <p>Students will understand safety and survival skills</p> <p>PS:C1.5, PS:C1.14</p>	<ul style="list-style-type: none"> Understand legal issues related to harassment and discrimination Differentiate between situations requiring peer support and situations requiring adult professional help. Demonstrate the ability to set boundaries, rights and personal privacy. 	<ul style="list-style-type: none"> What is HIB and how can I contribute in creating an environment where HIB is not accepted? How do I learn and apply conflict resolution skills? 	<ul style="list-style-type: none"> <u>I have Rights</u> Students will participate in a discussion about rights and responsibilities. They will complete a worksheet on which they check off the rights they have now and the ones they would like to have. They will decide how they can get the rights they would like to have. <u>No means No!</u> Students will work in groups to develop assertive solutions for handling difficult situations involving boundaries, rights and personal privacy A member from each group will share solutions with class. <u>When to ask for help</u> Students will clarify the difference between harassment and flirting and when to seek help from an adult. <u>School wide Assemblies</u> Students will learn about the HIB law, school procedure for reporting & ways to prevent HIB. 	<p><u>CCSS.ELA-Literacy.SL.8.1</u> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p><u>CCSS.ELA-Literacy.RI.8.1</u> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<ul style="list-style-type: none"> Observation Students know the steps to stop sexual harassment. Students know who in the school to go to for assistance. Verbal Students will discuss rights and responsibilities. Students will discuss how to get rights they would like to have. Written HIB Incident Reports/ Suspension data

Grade 8						
Month	ASCA standards and domain	Objectives	Essential Questions	Activity/lesson	CCSS	Assessment
November: <i>Trustworthiness</i>	<p>Academic Development Standard A</p> <p>Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.</p> <p>APA3.1</p>	<ul style="list-style-type: none"> Take responsibility for their actions. 	<ul style="list-style-type: none"> How do I value myself and others? How does telling the truth help me grow? Why is it important to be responsible? 	<ul style="list-style-type: none"> Responsibility Through the study of biographies and service projects students will show an understanding of self – discipline and responsibility as important characteristics of citizenship 	<p><u>CCSS.ELA-Literacy.SL.8.1</u> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p><u>CCSS.ELA-Literacy.RI.8.1</u> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<ul style="list-style-type: none"> Decrease in Discipline Referrals Rubric on projects

Grade 8						
Month	ASCA standards and domain	Objectives	Essential Questions	Activity/lesson	CCSS	Assessment
<p>December: <i>Responsibilities (decision-making and self-control)</i></p>	<p>Academic Development Standard B</p> <p>Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.</p> <p>A:B1.2</p> <p>Personal-Social Development Standard B</p> <p>Students will make decisions, set gals and take necessary action to achieve goals.</p> <p>PS:B1.2</p>	<ul style="list-style-type: none"> Learn and apply critical-thinking skills. Understand consequences of decisions and choices 	<ul style="list-style-type: none"> How can I become a better decision maker? What is an appropriate response in a difficult situation? Why is accepting consequences beneficial? How do I learn to practice self-control? 	<ul style="list-style-type: none"> Choices & Consequences Students will participate in a discussion about choices and consequences. They will discuss decisions they have made, how they made the decisions, the risks involved and the consequences of the decision. Decision Making Skills Students identify items acquired as a successful decision or mistaken decision. Students will reason out why the decision was initially made. 	<p><u>CCSS.ELA-Literacy.SL.8.1</u> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p><u>CCSS.ELA-Literacy.RI.8.7</u> Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</p>	<ul style="list-style-type: none"> Verbal Students participate in discussion. Students review the steps necessary for making decisions. Observation Students are able to use a decision-making model to determine a course of action Students practice making decisions.

Grade 8						
Month	ASCA standards and domain	Objectives	Essential Questions	Activity/lesson	CCSS	Assessment
<p>January: <i>Citizenship/ Goal setting</i></p>	<p>Personal-Social Development</p> <p>Standard B:</p> <p>Students will make decisions, set goals and take necessary action to achieve goals.</p> <p>PS:B1.6, PS:B1.10</p>	<ul style="list-style-type: none"> Identify alternative ways of achieving goals. Know how to apply conflict resolution skills 	<ul style="list-style-type: none"> How do I distinguish between a short and long term goal? How do I set goals for my transition to high school? How do I set goals for higher education? 	<ul style="list-style-type: none"> Goal Setting Students will explore biographies of selected figures of history. They will identify problems the figures encountered in reaching their goals. Students will list a goal for themselves and steps they need to take to reach the goal. Conflict Resolution Students will review conflict resolution skills. They will work with a partner to practice using the skills in various conflict situations. 	<p><u>CCSS.ELA-Literacy.SL.8.1</u> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p><u>CCSS.ELA-Literacy.W.8.2</u> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>	<ul style="list-style-type: none"> Observation Students will explore selected autobiographies of historical figures. Written Students will list a life-long goal. Students will list steps necessary to reach their life-long goal. Observation Students can use the steps of resolving a conflict.

Grade 8

Month	ASCA standards and domain	Objectives	Essential Questions	Activity/lesson	CCSS	Assessment
<p>February: <i>Multi-cultural awareness</i></p>	<p>Personal-Social Development</p> <p>Standard A</p> <p>Students Will acquire the knowledge, attitude and interpersonal skills to help them understand and respect self and others.</p> <p>PS:A2.4,PS:A2.2</p>	<ul style="list-style-type: none"> Recognize, accept and appreciate ethnic and cultural diversity. Respect alternative points of view. 	<ul style="list-style-type: none"> What is culture? How can I create an environment where cultural diversity is celebrated? How does geography or where we come from affect culture and my worldview? 	<ul style="list-style-type: none"> <u>Who Am I?</u> Students will participate in a discussion about the different cultures, languages, and heritages that make up our society. They will respond to questions about themselves on a paper leaf. Each student will share his leaf with the class. The leaves will be placed on a bulletin board under the title, "Our Classroom Tree." <u>Celebrating Diversity</u> Students participate in school wide activities & assemblies: African American History Month. <u>What's Your View?</u> Students will participate in class discussion about how our different backgrounds give us different perspectives. They will respond to questions about their various backgrounds and compare their backgrounds with those of their classmates. They will discuss the need to respect different viewpoints. 	<p><u>CCSS.ELA-Literacy.SL.8.1</u> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p><u>CCSS.ELA-Literacy.RI.8.7</u> Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</p>	<ul style="list-style-type: none"> Verbal Students participate in discussion about different cultures. Written Students complete "leaves" project and share with class. Interviews Students listen to message and can correctly answer questions about the message. Observation Students show tolerance when comparing viewpoints.

Grade 8						
Month	ASCA standards and domain	Objectives	Essential Questions	Activity/lesson	CCSS	Assessment
<p>March: <i>Caring and testing (study skills)</i></p>	<p>Academic Development Standard A:</p> <p>Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.</p> <p>A:A2.1</p> <p>Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.</p> <p>A:B1.7</p>	<p>Apply time-management and task-management skills</p> <p>Become a self-directed and independent learner.</p>	<ul style="list-style-type: none"> • How do I manage my time to maximize academic achievement? • How do I develop effective test taking and study habits? • How do I research and prepare for college? 	<ul style="list-style-type: none"> • <u>Time Management (Part 1)</u> Students will improve study skills and grades through practicing self-management techniques. • <u>Stay Focused</u> By playing a game, students will identify ways other people may hinder their learning and the personal characteristics and habits that lead to accomplishing a task. • <u>Test Anxiety Strategies</u> Students learn to recognize test anxiety, causes and coping techniques. 	<p><u>CCSS.ELA-Literacy.SL.8.1</u> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>	<ul style="list-style-type: none"> • Observation Students can budget time for short and long term projects /assignments. • Verbal Students identify a goal they have achieved and compare the things they used to reach that goal with the behaviors they have identified as helpful. • Observation Students will demonstrate and use Test Anxiety Strategies.

Grade 8						
Month	ASCA standards and domain	Objectives	Essential Questions	Activity/lesson	CCSS	Assessment
<p>April: <i>Fairness (sharing)</i></p>	<p>Academic Development Standard C</p> <p>Students will Understand the relationship of academics to the world of work and to life at home and in the community.</p> <p>A:C1.1, A:C1.4</p>	<ul style="list-style-type: none"> • Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining, and maintaining life goals. • Demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family life. . 	<ul style="list-style-type: none"> • How does my current academic performance affect my future educational goals? • How do I learn to work well within a group? • How can community involvement help me develop as a scholar? 	<ul style="list-style-type: none"> • <u>Time Management Plan in action (Part 2)</u> Students will understand the need for time management skills to be successful in and out of school. • <u>Securing your occupational Future</u> Students identify skills required for future workers. 	<p><u>CCSS.ELA-Literacy.SL.8.1</u> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>	<ul style="list-style-type: none"> • Written/Observable Students are able to develop a time management plan for a week and follow it. • Students complete the exercise and transfer the learning outcomes to later exercises.

Grade 8						
Month	ASCA standards and domain	Objectives	Essential Questions	Activity/lesson	CCSS	Assessment
<p>May/June: <i>Career Awareness and Transitions</i></p>	<p>Career Development</p> <p>Standard C:</p> <p>Students will understand the relationship between personal qualities, education, training and the world of work.</p> <p>C:C1.3,</p> <p>Career Development Standard B:</p> <p>Students will employ strategies to achieve future career goals with success and satisfaction.</p> <p>C:B1.3, C:B2.5</p>	<ul style="list-style-type: none"> Identify personal preferences and interests influencing career choice and success. Demonstrate knowledge of the career-planning process Maintain a career-planning portfolio. 	<ul style="list-style-type: none"> How do I develop self-exploration in areas of skills, abilities and interests? How does school success and academic achievement help with future work opportunities? How do I research interests and abilities as they relate to various occupations? 	<ul style="list-style-type: none"> Career Planning Students use steps in the career planning process to select a Four Year Plan of Study for high school. Career Exploration Students participate in a “Career Fair” activity designed to illustrate their career preferences and interests. <p>“Career Portfolio Contents” Students begin the process of keeping information related to interests, achievement, hobbies, course requirements, etc. for post-secondary planning purposes.</p> <ul style="list-style-type: none"> Next Step Students will meet with their counselor to review their academic standing, summer school options, and summer enrichment programs. 	<p><u>CCSS.ELA-Literacy.RI.8.1</u> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><u>CCSS.ELA-Literacy.RI.8.4</u> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>	<ul style="list-style-type: none"> Verbal Students can name at least one career for further exploration. They can name an educational requirement for their career and two sources for more information. Students will demonstrate a level of insight and awareness of their academic standing. Written Student can identify key steps in career planning. Students have completed an interest inventory. Students know the requirements for high school graduation.

Grade 9						
Month	ASCA Standards and Domain	Objectives	Essential Questions	Activity/Lesson	CCSS	Assessment
<p>September: <i>Diversity and Transitions</i></p>	<p>Personal/Social Development-Standard A: Students will acquire the knowledge, attitude and interpersonal skills to help them understand and respect self and others PS:A1.1</p> <p>Academic Development-Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span. A:A1.5</p>	<ul style="list-style-type: none"> Acknowledge change and utilize skills to address transition Demonstrate appreciation and respect for individual differences, ethnic and cultural diversity and family configurations Plan for transition to post-secondary education training or workplace 	<ul style="list-style-type: none"> How do we recognize and accept uniqueness as well as diversity? What are my responsibilities to my school and my role in helping to cultivate a positive school environment? 	<ul style="list-style-type: none"> Coping With Transition Skill building session where students learn about how to be successful in HS. Letter To Myself Students write about what their HS goals & aspirations are and revisit them throughout their HS career. Becoming an Involved Students Learn about program & extracurricular activities that they can get involved in. Post-Secondary Options Participate in college/job fairs & presentations Celebrating Diversity Participation in school wide activities & assemblies celebrating the diverse culture of our school & community. 	<p><u>ELA- Literacy SL.9-10.1:</u> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively; <u>9-10.4-Present</u> information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p><u>ELA- Literacy W.9-10.1</u> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<ul style="list-style-type: none"> Verbal -Asking the student what they experience. Observing- participants and taking notes Interviews and open ended questions. Using groups to process (identifying the problems) and prioritizing (ranking) issues Brainstorming, a process that provides different perspectives

<i>Grade 9</i>						
<u>Month</u>	<u>ASCA Standards and Domain</u>	<u>Objectives</u>	<u>Essential Questions</u>	<u>Activity/Lesson</u>	<u>CCSS</u>	<u>Assessment</u>
<p>October: <i>HIB Awareness</i></p>	<p>Personal/Social Development- Standard C: Students will understand safety and survival skills PS:C.2</p>	<ul style="list-style-type: none"> Understand legal issues related to harassment and discrimination Use effective problem solving and decision making skills to make safe and healthy choices 	<ul style="list-style-type: none"> How do I apply conflict resolution skills? What is HIB, how do we create an environment where everyone knows this is not tolerated? 	<ul style="list-style-type: none"> Grade Level Assemblies/Convocations Students will learn about the HIB law, school procedure for reporting & ways to prevent HIB Thoughts, Feelings & Actions Students learn about consequences of behaviors & develop skills to prevent conflict Cope With Peer Pressure Students develop strategies through role play addressing conflict/peer pressure/Establishing Boundaries. Respect Week Students engage in a weeklong of activities/lessons/assemblies regarding HIB. 	<p><u>ELA- Literacy SL.9-10.1-</u> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively; <u>9-10.4-</u>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p><u>ELA- Literacy W.9-10.1-</u> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<ul style="list-style-type: none"> Written evaluations Focus groups to determine “satisfaction” with a lessons/activities content HIB Incident Reports/ Suspension data

<i>Grade 9</i>						
<u>Month</u>	<u>ASCA Standards and Domain</u>	<u>Objectives</u>	<u>Essential Questions</u>	<u>Activity/Lesson</u>	<u>CCSS</u>	<u>Assessment</u>
<p>November: <i>Trustworthiness</i></p>	<p>Personal/Social Development-Standard A: Students will acquire the knowledge, attitude and interpersonal skills to help them understand and respect self and others A:A1.5</p> <p>Academic Development-Standard C: Students will understand the relationship between personal qualities, education, training and the world of work C:C1.3 C:C1.4</p>	<ul style="list-style-type: none"> Assess time management skills and how they affect their achievement of personal, social, career and academic achievement Discuss the importance of responsibility, dependability, punctuality, integrity and effort in the workplace Realize that interests and choices may change as they develop academically and socially 	<ul style="list-style-type: none"> How does my thoughts, actions impact on others and my future? What are relationships with peers and adults built on and how do they impact decision making and choices? 	<ul style="list-style-type: none"> Test Taking Skills Students participate in small group sessions where they learn innovative skills that improve test scores. Roadmap of My Life Students use an artistic activity to develop a diagram illustrating their goals & career. Assertiveness/Asking for Help Self-assessment tools are used to determine students ability to assert & problem solve. 	<p><u>ELA- Literacy RI.9-10.1-</u>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; <u>9-10.4-</u> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).<u>9-10.7-</u> Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.</p> <p><u>ELA- Literacy W.9-10.1-</u> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p><u>ELA- Literacy SL.9-10.1-</u> Initiate and participate effectively in a range of</p>	<ul style="list-style-type: none"> Evaluation tools from written lessons. Using groups to process (identifying the problems) and prioritizing (ranking) issues Using newsprint to collect information during various meetings. These pages often contain rich data that are not necessarily “quantifiable” with numbers but can be processed for important information at a later time.

					collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively; <u>9-10.4-</u> Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	
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Grade 9						
<u>Month</u>	<u>ASCA Standards and Domain</u>	<u>Objectives</u>	<u>Essential Questions</u>	<u>Activity/Lesson</u>	<u>CCSS</u>	<u>Assessment</u>
<p>December: <i>Responsibilities (decision-making and self-control)</i></p>	<p>Personal /Social Development- Standard B: Students will make decisions, set goals and take necessary action to achieve goals. A::B1.7</p> <p>Academic Development- - Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post secondary options, including college A:A1.5</p> <p>Career Development- Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions C:A2.8</p>	<ul style="list-style-type: none"> Identify and analyze the importance of generating alternatives to decisions they make Reframe problem situations and weaknesses as opportunities for growth Seek co-curricular and community experiences to enhance the school experience 	<p>How do the decisions I make affect my future?</p> <p>What strategies can I learn to use to avoid conflict and problems?</p>	<ul style="list-style-type: none"> Self Image is Your Responsibility Students engage in discussion related to job readiness/meet individuals from the workforce and learn skills that will prepare them for work/career. Anger Management Students learn strategies that will aid in managing anger and redirecting energy to make them more effective in school and in a work environment. Interest In Learning Students use career inventories to learn how they can match their talents, skills with careers and the workforce. 	<p><u>ELA- Literacy SL.9-10.1-</u> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively; <u>9-10.4-</u>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. <u>ELA-Literacy.RI.9-10.1</u> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<ul style="list-style-type: none"> Process evaluation Will determine whether we did what we said we would do. Product evaluation (Outcome data) will measure our program effectiveness. Both quantitative and qualitative data Will be used in an effort to gather the widest view of the program’s success from varying perspectives.

Grade 9						
<u>Month</u>	<u>ASCA Standards and Domain</u>	<u>Objectives</u>	<u>Essential Questions</u>	<u>Activity/Lesson</u>	<u>CCSS</u>	<u>Assessment</u>
<p>January: <i>Citizenship/ Goal setting</i></p>	<p>Personal/Social Development- Standard A: Students will acquire the knowledge, attitude and interpersonal skills to help them understand and respect self and others PS: A1. PS: A2 Academic Development Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college. A:B1, A:B2 Personal/Social Development Standard B: Students will make decisions, set goals and take necessary action to achieve goals PS:B1</p>	<ul style="list-style-type: none"> Students will be able to distinguish between appropriate and inappropriate behavior Students will be able to recognize that everyone has rights and responsibilities Students will understand and demonstrate what it means to be a self-directed and independent learner Students will explore then identify post-secondary options consistent with interests, achievement, aptitude and abilities Students will identify realistic and achievable long and short term goals and be able to develop and action plan to attain them 	<ul style="list-style-type: none"> Are some behaviors more appropriate in some environments and not others? What are some responsibilities that come with rights that all students have? Why is it important to take inventory of your interests, achievements, aptitude and abilities before selecting post-secondary options What are the benefits to being in control of one's own learning? What is the difference between long and short term goals? What are the similarities? 	<ul style="list-style-type: none"> Acts of Kindness School-wide involvement in "Acts of Kindness" Program and discussion on the values and beliefs of Martin Luther King Jr. and other civil rights activists both past and present. Staying on Point Review and discussion of the purpose of the School's Code of Conduct and classroom Rituals and Routines. Goal....SCORE! Lesson on goal setting and developing a step by step action plan. 	<p>ELA- Literacy SL.9-10.1- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively; ELA-Literacy.W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<ul style="list-style-type: none"> Observation Changes in school climate will be noted. Monitoring of Data Changes in numbers of disciplinary referrals will be tracked. Written Documentation Review and feedback on students' action plans.

Grade 9						
Month	ASCA Standards and Domain	Objectives	Essential Questions	Activity/Lesson	CCSS	Assessment
<p>February: <i>Multi-cultural awareness</i></p>	<p>Personal/Social Development Standard A: Students will acquire the knowledge, attitude and interpersonal skills to help them understand and respect self and others PS:A1, PS:A2</p>	<ul style="list-style-type: none"> Students will develop a positive attitude toward self as a unique and worthy individual Students will be able to recognize, accept and appreciate individual and cultural differences 	<ul style="list-style-type: none"> What makes you a unique and worthy individual? What makes someone from another culture unique and equally worthy as you are? 	<ul style="list-style-type: none"> Who Am I? Students will write an autobiography or create a poster of themselves with illustrations/photographs, and describe their family history, culture and traditions. Students will share their finished products with their peers. A day of celebration involving cultural music, food etc. can also be arranged. Who Are We? School-wide announcements In the morning and afternoon featuring accomplishments and contributions of various cultures. 	<p><u>ELA- Literacy SL.9-10.1-</u> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively; <u>ELA-Literacy.W.9-10.1</u> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<ul style="list-style-type: none"> Review of Final Product Students' completed projects will be assessed for completeness. Verbal presentations will be assessed for content and responses to questions, for accuracy and insight Oral Evaluations Feedback and discussion from students regarding the cultural facts noted in the announcement Solicitation of suggestions for facts to be included in future announcements

Grade 9						
Month	ASCA Standards and Domain	Objectives	Essential Questions	Activity/Lesson	CCSS	Assessment
March: <i>Caring and testing (study skills)</i>	Academic Development Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school across the life span. A:A1, A:A2, A:A3 Personal/Social Development Standard A: Students will acquire the knowledge, attitude and interpersonal skills to help them understand and respect self and others. PS:A1, PS:A2	<ul style="list-style-type: none"> Students will identify attitudes and behaviors that influence successful learning Students will be able to empathize with others by identifying and expressing their feelings as well as feelings in others Students will be able to identify and apply effective time-management and task-management skills 	<ul style="list-style-type: none"> How does one's attitude determine their success in the classroom? Should you treat others the way you want to be treated? Why or why not? What are some effective ways to organize your time in order to prepare for a test or complete a task successfully? 	<ul style="list-style-type: none"> <u>Who Cares About Learning?</u> Staff members can identify and award students showing the most improvement in work habits and attitudes. <u>We're All in this Together</u> Teachers/staff can review elements of HIB and how caring or the lack of can impact learning and the overall quality of life for a student. 	<u>ELA- Literacy SL.9-10.1-</u> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively	<ul style="list-style-type: none"> Observations A comparison of students' grades, work habits and attitudes will determine students' level of concern for their academic success Students' interactions with one another and a decline in HIB incidents can be monitored

Grade 9						
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<p>April: <i>Fairness (sharing)</i></p>	<p>Personal/Social Development Standard A: Students will acquire the knowledge, attitude and interpersonal skills to help them understand and respect self and others PS:A1, PS:A2</p>	<ul style="list-style-type: none"> Students will understand the importance of recognizing personal boundaries, rights and privacy needs for themselves and others Students will demonstrate cooperative behavior in groups 	<ul style="list-style-type: none"> How is being fair to others also showing fairness to yourself? How does cooperation affect the outcome of group projects or assignments? 	<ul style="list-style-type: none"> <u>Many Hands Make Light Work</u> Students will participate in team building activities and or a group project. Students are to be graded/evaluated on the finished product and how well each participant contributed to the finished product and demonstrated fairness and respect. 	<p><u>ELA- Literacy SL.9-10.1-</u> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively</p> <p><u>ELA-Literacy.RI.9-10.1</u> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<ul style="list-style-type: none"> Group Activities Student will be grouped differently in a variety of settings and evaluated on their level of cooperation and productivity. Students will provide feedback on their experiences

Grade 9						
Month	ASCA Standards and Domain	Objectives	Essential Questions	Activity/Lesson	CCSS	Assessment
<p>May/June: <i>Career Awareness and Transitions</i></p>	<p>Career Development-Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions C:A1, C:A2</p> <p>Standard B: Students will employ strategies to achieve future career goals with success and satisfaction. C:B1, C:B2</p> <p>Standard C: Students will understand the relationship between personal qualities, education, training and the world of work C:C1, C:C2</p> <p>Academic Development Standard C: Students will understand the relationship of academics to the world of work and to life at home and in the community A:C1, A:C2</p>	<ul style="list-style-type: none"> Students will learn about a variety of traditional and nontraditional occupations Students will develop a positive attitude toward work and learn and understand the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace Students will identify personal skills, interests and abilities and relate them to current career choices Students will understand how school success and academic achievement enhance future career, scholarship and vocational opportunities 	<ul style="list-style-type: none"> What occupations are more popular today than ten years ago? Why? What qualities would you look for in a person that you would hire to work for you? What can you do to make sure you have the qualities/qualifications to pursue the career of your choice? How can you prepare to be successful in the remaining years of high school and increase your eligibility for scholarships and acceptance to the college or work environment of your choice? 	<ul style="list-style-type: none"> Let's Go To Work Students will participate in a school-wide career/college fair day. Course Selections Students will review options and participate in course request process for the upcoming school year with their school counselor. Moving Up and Along Students will meet with their counselor to review their academic standing, summer school options, and summer enrichment programs. 	<p><u>ELA- Literacy SL.9-10.1-</u> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively</p> <p><u>ELA-Literacy.RI.9-10.1</u> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<ul style="list-style-type: none"> Written Evaluations Students will complete an exit evaluation after participating in the school-wide career/college fair. Level of Participation and Forward Planning Students will demonstrate a level of insight and awareness of their academic standing, and how course selection contributes to a timely graduation, and their overall future success.

<i>Grade 10</i>						
<u>Month</u>	<u>ASCA Standards and Domain</u>	<u>Objectives</u>	<u>Essential Questions</u>	<u>Activity/Lesson</u>	<u>CCSS</u>	<u>Assessment</u>
<p>September: <i>Diversity and Transitions</i></p>	<p>Personal/Social Development-Standard A: Students will acquire the knowledge, attitude and interpersonal skills to help them understand and respect self and others PS:A1.1</p> <p>Academic Development-Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span. A:A1.5</p> <p>Career Development-Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions C:A1, C:A2</p>	<ul style="list-style-type: none"> • Monitor goals and aspirations and make alterations as needed • Demonstrate appreciation and respect for individual differences, ethnic and cultural diversity and family configurations • Make progress toward transition to post-secondary education training or workplace 	<ul style="list-style-type: none"> • What am I passionate about and how can I turn this passion into a career? • How do we recognize and accept uniqueness as well as diversity? • What are my responsibilities to my school and my role in helping to cultivate a positive school environment? 	<ul style="list-style-type: none"> • <u>Letter To Myself</u> Students will revisit what their HS goals & aspirations are and continue to revisit them throughout their HS career. • <u>Becoming an Involved Students</u> Learn about program, extracurricular activities and opportunities for community service. • <u>Career Skills/Post-Secondary Options</u> Participate in college/job fairs & presentations that will aid in student looking at career opportunities. • <u>Celebrating Diversity</u> Participation in school wide activities & assemblies celebrating the diverse culture of our school & community. • <u>PSAT Registration</u> Student will register for the PSAT test that will take place in October. 	<p><u>ELA- Literacy SL.9-10.1:</u> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively; <u>9-10.4-Present</u> information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p><u>ELA- Literacy W.9-10.1</u> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<ul style="list-style-type: none"> • Writing – Students will journal their thoughts and ideas and monitor. • Verbal -Asking the student what they experience. • Observing- participants and taking notes • Interviews and open ended questions. • Using groups to process (identifying the problems) and prioritizing (ranking) issues • Brainstorming, a process that provides different perspectives • Registration Roster

<i>Grade 10</i>						
<u>Month</u>	<u>ASCA Standards and Domain</u>	<u>Objectives</u>	<u>Essential Questions</u>	<u>Activity/Lesson</u>	<u>CCSS</u>	<u>Assessment</u>
October: <i>HIB Awareness</i>	<p>Personal/Social Development-Standard C: Students will understand safety and survival skills PS:C.2</p> <p>Academic Development Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school across the life span. A:A1, A:A2, A:A3</p> <p>Academic Development-Standard C: Students will understand the relationship between personal qualities, education, training and the world of work C:C1.3 C:C1.4</p> <p>Career Development Standard A: Student will require the skills to investigate the world of work in relations to knowledge of self and to make informed decisions C:A.3</p>	<ul style="list-style-type: none"> Review and reinforce harassment, intimidation and bullying Use effective problem solving and decision making skills to make safe and healthy choices Assess issues of peer pressure and consequences to negative behaviors Understanding standardized testing, mid-term and final preparation, and importance of transcript and GPA 	<ul style="list-style-type: none"> How do I solve issues and conflict? How do we create an environment where everyone knows that HIB is not tolerated? How do I learn to take test and use it as an opportunity of growth and development? Why is important to monitor my academic progress on a regular bases? 	<ul style="list-style-type: none"> Grade Level Assemblies/Convocations Students will learn about the HIB law, school procedure for reporting & ways to prevent HIB. PSAT Students take PSAT successfully. Cope With Peer Pressure Students develop strategies through role play addressing conflict/peer pressure/Establishing Boundaries. Respect Week Students engage in a weeklong of activities/lessons/assemblies regarding HIB. Progress Report Review & Teacher Collaboration Review first marking period Progress Reports & see students when needed. Work with teachers and/or supervisors when discussing potential level changes. Make sure students & families are aware of academic progress & seek support their needed. 	<p><u>ELA- Literacy SL.9-10.1-</u> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively; <u>9-10.4-</u>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p><u>ELA- Literacy W.9-10.1-</u> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<ul style="list-style-type: none"> Assembly attendance & evaluations HIB Incident Reports/ Suspension data Test Results Progress Reports

Grade 10						
Month	ASCA Standards and Domain	Objectives	Essential Questions	Activity/Lesson	CCSS	Assessment
<p>November: <i>Trustworthiness</i></p>	<p>Personal/Social Development-Standard A: Students will acquire the knowledge, attitude and interpersonal skills to help them understand and respect self and others A:A1.5</p> <p>Academic Development-Standard C: Students will understand the relationship between personal qualities, education, training and the world of work C:C1.3 C:C1.4</p> <p>Career Development-Standard B: Students will employ strategies to achieve future career goals with success and satisfaction. C:B2.1</p>	<ul style="list-style-type: none"> Evaluate and appreciate unique characteristics and abilities <i>Respect relationships and gain appreciation for others</i> Students will gain awareness to achieve career goals 	<ul style="list-style-type: none"> How do I recognize, accept, respect and appreciate the differences of others? How do I make, keep and value friendships? What are the sources that I can obtain college/career/academic information from? 	<ul style="list-style-type: none"> Interest In Learning Students will use a self-assessment to measure level of positive feelings toward school and learning. Assertiveness/Asking for Help Self-assessment tools are used to determine students ability to assert & problem solve Review report cards/Academic Status Students receive information related to academic information from a variety of sources. Pre-College Programs Students will be made aware of diverse programs and have the opportunity to apply. On-Site College Fair Students will participate in on site college fair. 	<p><u>ELA- Literacy RI.9-10.1</u>-Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.; <u>9-10.4</u>- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).<u>9-10.7</u>-Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.</p> <p><u>ELA- Literacy W.9-10.1</u>- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<ul style="list-style-type: none"> Evaluation tools from written lessons. Using groups to process (identifying the problems) and prioritizing (ranking) issues Self-Assessment Tool Report Cards Sign in sheets

					<p><u>ELA- Literacy SL.9-10.1-</u> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively; <u>9-10.4-</u> Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>	
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Grade 10						
Month	ASCA Standards and Domain	Objectives	Essential Questions	Activity/Lesson	CCSS	Assessment
<p>December: <i>Responsibilities (decision-making and self-control)</i></p>	<p>Personal /Social Development- Standard B: Students will make decisions, set goals and take necessary action to achieve goals. A::B1.7</p> <p>Academic Development- Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post secondary options, including college A:A1.5</p> <p>Career Development- Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions C:A2.8</p>	<ul style="list-style-type: none"> Learn and implement a decision making and problem solving model Use of persistence and perseverance in acquiring knowledge and skills Apply conflict resolution skills 	<p>What are the possible consequences for positive and negative decisions?</p> <p>How have past decisions affected present actions?</p> <p>What is the importance of generating alternatives and assessing their consequences?</p>	<ul style="list-style-type: none"> Becoming an Independent Learner Students choose to be self-directed, independent learners by learning the different patterns of decision making. Review PSAT Review test results with students in small groups and with parents. Career Planning Sessions will be offered to students based on PSAT results in reference to career planning. 	<p><u>ELA- Literacy SL.9-10.1-</u> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively; <u>9-10.4-</u>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. <u>ELA-Literacy.RI.9-10.1</u> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<ul style="list-style-type: none"> Role Play Students will demonstrate skills via role play. Written Evaluation

Grade 10						
Month	ASCA Standards and Domain	Objectives	Essential Questions	Activity/Lesson	CCSS	Assessment
January: <i>Citizenship/ Goal setting</i>	Personal/Social Development- Standard A: Students will acquire the knowledge, attitude and interpersonal skills to help them understand and respect self and others PS: A1.1, PS: A1.6 Academic Development Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college. A:B1.2, A:B2.3 Personal/Social Development Standard B: Students will make decisions, set goals and take necessary action to achieve goals PS:B1	<ul style="list-style-type: none"> • Students will be able to distinguish between appropriate and inappropriate behavior • Students will be able to recognize that everyone has rights and responsibilities • Students will understand and demonstrate what it means to be a self-directed and independent learner • Students will explore then identify post-secondary options consistent with interests, achievement, aptitude and abilities • Students will identify realistic and achievable long and short term goals and be able to develop and action plan to attain them 	<ul style="list-style-type: none"> • Are some behaviors more appropriate in some environments and not others? • What are some responsibilities that come with rights that all students have? • Why is it important to take inventory of your interests, achievements, aptitude and abilities before selecting post-secondary options • What are the benefits to being in control of one’s own learning? • What is the difference between long and short term goals? What are the similarities? 	<ul style="list-style-type: none"> • Acts of Kindness School-wide involvement in “Acts of Kindness” Program and discussion on the values and beliefs of Martin Luther King Jr. and other civil rights activists both past and present • Staying on Point Review and discussion of the purpose of the School’s Code of Conduct and classroom Rituals and Routines • Goal....SCORE! Lesson on goal setting and developing a step by step action plan • Academic Scheduling Students will review course catalogue to determine courses for upcoming school year. 	ELA- Literacy SL.9-10.1- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively; ELA-Literacy.W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	<ul style="list-style-type: none"> • Observation Changes in school climate will be noted • Monitoring of Data Changes in numbers of disciplinary referrals will be tracked • Written Documentation Review and feedback on students’ action plans • Course Request Forms

Plainfield Public Schools Guidance and Counseling Curriculum Guide Grade 10						
<u>Month</u>	<u>ASCA Standards and Domain</u>	<u>Objectives</u>	<u>Essential Questions</u>	<u>Activity/Lesson</u>	<u>CCSS</u>	<u>Assessment</u>
February: <i>Multi-cultural awareness</i>	<p>Personal/Social Development Standard A: Students will acquire the knowledge, attitude and interpersonal skills to help them understand and respect self and others PS:A1, PS:A2</p> <p>Academic Development Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span. A:A2.2</p> <p>Career Development Standard B: Students will employ strategies to achieve future career goals with success and satisfaction. C:B1.1</p>	<ul style="list-style-type: none"> Students will develop a positive attitude toward self as a unique and worthy individual Students will be able to recognize, accept and appreciate individual and cultural differences 	<ul style="list-style-type: none"> What makes you a unique and worthy individual? What makes someone from another culture unique and equally worthy as you are? How do I track my academic success? 	<ul style="list-style-type: none"> Who Am I? Students will write an autobiography or create a poster of themselves with illustrations/photographs, and describe their family history, culture and traditions. Students will share their finished products with their peers. A day of celebration involving cultural music, food etc. can also be arranged Who Are We? School-wide announcements in the morning and afternoon featuring accomplishments and contributions of various cultures Progress Report Review & Teacher Collaboration Review first marking period Progress Reports & see students when needed. Work with teachers and/or supervisors when discussing potential level changes. Make sure students & families are aware of academic progress & seek support their needed. 	<p><u>ELA- Literacy SL.9-10.1-</u> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively;</p> <p><u>ELA-Literacy.W.9-10.1</u> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<ul style="list-style-type: none"> Review of Final Product Students’ completed projects will be assessed for completeness. Verbal presentations will be assessed for content and responses to questions, for accuracy and insight Oral Evaluations Feedback and discussion from students regarding the cultural facts noted in the announcement Solicitation of suggestions for facts to be included in future announcements Progress Reports

Grade 10						
<u>Month</u>	<u>ASCA Standards and Domain</u>	<u>Objectives</u>	<u>Essential Questions</u>	<u>Activity/Lesson</u>	<u>CCSS</u>	<u>Assessment</u>
<p>March: <i>Caring and testing (study skills)</i></p>	<p>Academic Development Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school across the life span. A:A1, A:A2, A:A3</p> <p>Personal/Social Development Standard A: Students will acquire the knowledge, attitude and interpersonal skills to help them understand and respect self and others. PS:A1, PS:A2</p> <p>Career Development Standard B: Students will employ strategies to achieve future career goals with success and satisfaction C:B1.5</p>	<ul style="list-style-type: none"> Students will identify attitudes and behaviors that influence successful learning Students will be able to empathize with others by identifying and expressing their feelings as well as feelings in others Students will be able to identify and apply effective time-management and task-management skills 	<ul style="list-style-type: none"> How does ones attitude determine their success in the classroom? Should you treat others the way you want to be treated? Why or why not? What are some effective ways to organize your time in order to prepare for a test or complete a task successfully? 	<ul style="list-style-type: none"> <u>Who Cares About Learning?</u> Staff members can identify and award students showing the most improvement in work habits and attitudes <u>We're All in this Together</u> Teachers/staff can review elements of HIB and how caring or the lack of can impact learning and the overall quality of life for a student <u>College On-Site Information Session</u> Students participate in on-site college visits. <u>Review Report cards/Academic Status</u> Students receive information related to academic information from a variety of sources. 	<p><u>ELA- Literacy SL.9-10.1-</u> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively</p>	<ul style="list-style-type: none"> Observations A comparison of students' grades, work habits and attitudes will determine students' level of concern for their ac academic success Students' interactions with one another and a decline in HIB incidents can be monitored

Grade 10						
Month	ASCA Standards and Domain	Objectives	Essential Questions	Activity/Lesson	CCSS	Assessment
April: <i>Fairness (sharing)</i>	<p>Personal/Social Development Standard A: Students will acquire the knowledge, attitude and interpersonal skills to help them understand and respect self and others PS:A1, PS:A2</p> <p>Academic Development Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the lifespan. A:A3.4</p> <p>Career Development Standard B: Students will employ strategies to achieve future career goals with success and satisfaction. C:B1.7, C:B2.5</p>	<ul style="list-style-type: none"> Students will demonstrate cooperative behavior in groups Students will learn to respect alternative points of views 	<ul style="list-style-type: none"> What are the dynamics of cooperative behavior in group? How does cooperation affect the outcome of group projects or assignments? How do I make academic choices that make my career goals? 	<ul style="list-style-type: none"> Cooperative Behavior Students are tasked with an opportunity to reflect to determine behaviors in groups. Meet with all potential student failures. Motivate and discuss consequences. (Summer & online courses) Alternative Points of Views Students review Words of Wisdom activity and use journal to detail their responses Summer Planning Students will finalize activities for the summer which includes pre-college programs/summer school College Visits During spring break students are encouraged to participate in college visits. 	<p><u>ELA- Literacy SL.9-10.1-</u> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively</p> <p><u>ELA-Literacy.RI.9-10.1</u> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<ul style="list-style-type: none"> Group discussion Students end with the development of a working definition of cooperative behavior in groups Journal Entries Acceptance Letters for pre-college programs Attendance Letters from admission office

Grade 10						
<u>Month</u>	<u>ASCA Standards and Domain</u>	<u>Objectives</u>	<u>Essential Questions</u>	<u>Activity/Lesson</u>	<u>CCSS</u>	<u>Assessment</u>
May/June: <i>Career Awareness and Transitions</i>	Career Development- Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions C:A1, C:A2 Standard B: Students will employ strategies to achieve future career goals with success and satisfaction. C:B1, C:B2 Standard C: Students will understand the relationship between personal qualities, education, training and the world of work C:C1, C:C2 Academic Development Standard C: Students will understand the relationship of academics to the world of work and to life at home and in the community A:C1, A:C2	<ul style="list-style-type: none"> Students will evaluate alternative ways of achieving goals and aspirations. Students will develop a positive attitude toward work and learn and understand the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace Students will identify personal skills, interests and abilities and relate them to current career choices Students will understand how school success and academic achievement enhance future career, scholarship and vocational opportunities 	<ul style="list-style-type: none"> What occupations are more popular today than ten years ago? Why? What qualities would you look for in a person that you would hire to work for you? What can you do to make sure you have the qualities/qualifications to pursue the career of your choice? How can you prepare to be successful in the remaining years of high school and increase your eligibility for scholarships and acceptance to the college or work environment of your choice? 	<ul style="list-style-type: none"> <u>Plan of Action</u> Students will devise a plan of action for three college acceptance possibilities. <u>Moving Up and Along</u> Students will meet with their counselor to finalize their academic standing, summer school options, and summer enrichment programs <u>College Tours</u> Students will participate in college visitations. <u>Schedule Reviews</u> Students will review schedules for upcoming school year. 	<p><u>ELA- Literacy SL.9-10.1-</u> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively</p> <p><u>ELA-Literacy.RI.9-10.1</u> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<ul style="list-style-type: none"> Analyze Students will analyze their choices and chances based on their academic challenges and how they have exerted in his Level of Participation and Forward Planning Students will demonstrate a level of insight and awareness of their academic standing, and how course selection contributes to a timely graduation, and their overall future success Letters from colleges Schedule

Grade 11						
Month	ASCA Standards and Domain	Objectives	Essential Questions	Activity/Lesson	CCSS	Assessment
<p>September: <i>Diversity and Transitions</i></p>	<p>Personal/Social Development- Standard A: Students will acquire the knowledge, attitude and interpersonal skills to help them understand and respect self and others PS:A1.1</p> <p>Academic Development- Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span. A:A1.5</p>	<ul style="list-style-type: none"> SWBAT review and assess their current academic standing and adjust long and short term goals accordingly SWBAT process and articulate the importance of respecting individual and cultural diversity and family configurations SWBAT identify ways diversity impacts local, state, national and international structures 	<ul style="list-style-type: none"> What have been my greatest academic and personal successes in the last two years? What areas am I most in need of improving and what steps will I need to take to be more successful in those areas? How has diversity in America impacted its political, social and economic structure? In light of the diverse population that exists in our school community, what action steps can all students and staff take to cultivate a positive school climate? 	<ul style="list-style-type: none"> Seeking Academic Advisement Students will schedule a time to meet with their counselor and review their schedule, attendance, conduct and academic record. Long and short term goals will be discussed, and recorded. What's happening? Student will engage in a discussion of current events where diversity (of all types) played a role in shaping or reshaping political, social, or economic structures. This information will be charted for future review and analysis. Celebrating Diversity Participation in school wide activities & assemblies celebrating the diverse culture of our school & community. 	<p><u>CCSS.ELA-Literacy.SL.11-12.1</u> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p><u>CCSS.ELA-Literacy.SL.11-12.4</u> Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or</p>	<ul style="list-style-type: none"> Writing – Students will journal their thoughts and ideas and monitor the same. Verbal -Asking the student what they experience. Observing- participants and taking notes Interviews and open ended questions. Using groups to process (identifying the problems) and prioritizing (ranking) issues Brainstorming, a process that provides different perspectives

					<p>opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks</p> <p><u>CCSS.ELA-Literacy.W.11-12.1</u> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	
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Grade 11						
Month	ASCA Standards and Domain	Objectives	Essential Questions	Activity/Lesson	CCSS	Assessment
<p>October: <i>HIB Awareness</i> (Harassment, Bullying and Intimidation)</p>	<p>Personal/Social Development- Standard C: Students will understand safety and survival skills PS:C.2</p> <p>Academic Development Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school across the life span. A:A1, A:A2, A:A3</p> <p>Academic Development- Standard C: Students will understand the relationship between personal qualities, education, training and the world of work A:C1.3 A:C1.4</p>	<ul style="list-style-type: none"> SWBAT review and understand the definitions of harassment, intimidation and bullying. SWBAT understand the laws and procedures for reporting harassment, intimidation and bullying SWBAT use effective problem solving and decision making skills to make safe and healthy choices SWBAT assess issues of peer pressure and consequences to negative behaviors 	<ul style="list-style-type: none"> What are the differences between and similarities in harassment, intimidation and bullying? How do we create an environment where everyone knows that HIB is not tolerated? How should I respond if I think I or someone I know is a victim of HIB? 	<ul style="list-style-type: none"> Grade Level Assemblies and Convocations Students will learn about the HIB law, school procedure for reporting & ways to prevent HIB during assembly programs and handouts Cope With Peer Pressure Students will role play different scenarios that address conflict/peer pressure/establishing Boundaries, and engage audience feedback and discussion Respect Week Students engage in a weeklong series of activities/lessons/assemblies regarding HIB. These activities will be supplied by the HIB counseling staff. 	<p><u>CCSS.ELA-Literacy.SL.11-12.1</u> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p><u>CCSS.ELA-Literacy.SL.11-12.4</u> Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks</p> <p><u>CCSS.ELA-Literacy.W.11-12.1</u> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<ul style="list-style-type: none"> Assembly attendance & evaluations HIB Incident Reports/ Suspension data Written feedback

Grade 11						
Month	ASCA Standards and Domain	Objectives	Essential Questions	Activity/Lesson	CCSS	Assessment
<p>November: <i>Trustworthiness</i></p>	<p>Personal/Social Development-Standard A: Students will acquire the knowledge, attitude and interpersonal skills to help them understand and respect self and others</p> <p>PS:A1 PS:A2</p>	<ul style="list-style-type: none"> SWBAT identify values, attitudes and beliefs that incorporate trustworthy behaviors in themselves and others SWBAT understand the role trustworthiness plays in maintaining healthy relationships 	<ul style="list-style-type: none"> What characteristics does one exhibit if they are trustworthy? How does one maintain a trusting relationship with parents, teachers, friends, and employers? 	<ul style="list-style-type: none"> <u>Am I Trustworthy?</u> Students will use a standardized self-assessment inventory to rank their level of trustworthiness <u>Who's the Villain?</u> Students will identify characters in a story/movie they are familiar with and list the characteristics and behaviors they deem to be untrustworthy. Students will then list the negative impact their behavior had on others, and their community at large. 	<p><u>CCSS.ELA-Literacy.RI.11-12.1</u> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p><u>CCSS.ELA-Literacy.RI.11-12.4</u> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text</p> <p><u>CCSS.ELA-Literacy.RI.11-12.7</u> Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to</p>	<ul style="list-style-type: none"> Evaluation tools from written lessons. Using groups to process (identifying the problems) and prioritizing (ranking) issues Self-Assessment Tools

					<p>address a question or solve a problem terms over the course of a text.</p> <p><u>CCSS.ELA-Literacy.W.11-12.1</u> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p><u>CCSS.ELA-Literacy.SL.11-12.1</u> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p><u>CCSS.ELA-Literacy.SL.11-12.4</u> Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning,</p>	
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					alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks	
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Grade 11						
Month	ASCA Standards and Domain	Objectives	Essential Questions	Activity/Lesson	CCSS	Assessment
<p>December: <i>Responsibilities (decision-making and self-control)</i></p>	<p>Personal /Social Development- Standard B: Students will make decisions, set goals and take necessary action to achieve goals.</p> <p>PS::B1.7</p> <p>Academic Development- - Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post secondary options, including college</p> <p>A:A1.5</p> <p>Career Development- Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge</p>	<ul style="list-style-type: none"> SWBAT to learn and implement a decision making and problem solving model SWBAT see the relationship between making responsible decisions and the achievement of personal/academic goals 	<ul style="list-style-type: none"> What are the possible consequences for making positive and negative decisions? What steps are essential to responsible decision making? How have your past decisions shaped you into the person you are today? 	<ul style="list-style-type: none"> Step By Step Students will review and use a standard decision making/problem solving model to outline the steps a story character should take to make a decision or resolve a problem Data Chats Individual and small group sessions will be offered to students using PSAT results to identify and improve specified skill areas 	<p><u>CCSS.ELA-Literacy.SL.11-12.1</u> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p><u>CCSS.ELA-Literacy.SL.11-12.4</u> Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate</p>	<ul style="list-style-type: none"> Written and Oral Evaluation Analyzing Test and other Performance Based Data

	<p>of self and to make informed career decisions</p> <p>C:A2.8</p>				<p>to purpose, audience, and a range of formal and informal tasks</p> <p><u>CCSS.ELA-Literacy.RI.11-12.1</u> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>	
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Grade 11						
Month	ASCA Standards and Domain	Objectives	Essential Questions	Activity/Lesson	CCSS	Assessment
<p>January: <i>Citizenship/ Goal setting</i></p>	<p>Personal/Social Development- Standard A: Students will acquire the knowledge, attitude and interpersonal skills to help them understand and respect self and others PS: A1.1, PS: A1.6</p> <p>Academic Development Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college. A:B1.2, A:B2.3</p> <p>Personal/Social Development Standard B: Students will make decisions, set goals and take necessary action to achieve goals PS:B1</p>	<ul style="list-style-type: none"> SWBAT distinguish between appropriate and inappropriate behavior SWBAT explore then identify post-secondary options consistent with interests, achievement, aptitude and abilities SWBAT identify realistic and achievable long and short term goals and be able to develop an action plan to attain them 	<ul style="list-style-type: none"> What qualities make for a good citizen in your community and around the world? What contributions can students make to their school community to ensure that all students are successful? How does setting goals impact the type of options one has after high school and beyond? 	<ul style="list-style-type: none"> Acts of Kindness School-wide involvement in “Acts of Kindness” Program and discussion on the values and beliefs of Martin Luther King Jr. and other civil rights activists both past and present Staying on Point Review and discussion of the purpose of the School’s Code of Conduct and classroom Rituals and Routines. Additions and deletions can be made as needed Goal....SCORE! Students will create/assess their short and long term goals and make adjustments as necessary. They will then develop a plan of action to implement them. 	<p><u>CCSS.ELA-Literacy.SL.11-12.1</u> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p><u>CCSS.ELA-Literacy.W.11-12.1</u> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<ul style="list-style-type: none"> Observation Changes in school climate will be noted Monitoring of Data Changes in numbers of disciplinary referrals will be tracked Written Documentation Review and feedback on students’ action plans Career Cruising Portfolios

Grade 11						
Month	ASCA Standards and Domain	Objectives	Essential Questions	Activity/Lesson	CCSS	Assessment
<p>February: <i>Multi-cultural awareness</i></p>	<p>Personal/Social Development Standard A: Students will acquire the knowledge, attitude and interpersonal skills to help them understand and respect self and others</p> <p>PS:A1, PS:A2</p> <p>Academic Development Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.</p> <p>A:A2.2 Career Development Standard B: Students will employ strategies to achieve future career goals with success and satisfaction. C:B1.1</p>	<ul style="list-style-type: none"> SWBAT develop a positive attitude toward self as a unique and worthy individual SWBAT recognize, accept and appreciate individual and cultural differences 	<ul style="list-style-type: none"> How does one maintain their individual and cultural identity when living amongst such a diverse population? In what positive way(s) has your life or belief system been changed by another culture? 	<ul style="list-style-type: none"> Who Am I? Students will write/revise their personal statements used for applying for scholarships and college admissions. There will be an emphasis on their unique personal qualities and how they have been used to achieve and serve their community Who Are We? School-wide announcements In the morning and afternoon featuring accomplishments and contributions of various cultures. Classroom discussions of the same will follow 	<p><u>CCSS.ELA-Literacy.SL.11-12.1</u> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p><u>CCSS.ELA-Literacy.W.11-12.1</u> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<ul style="list-style-type: none"> Review of Final Product Students' completed projects will be assessed for completeness. Verbal presentations will be assessed for content and responses to questions, for accuracy and insight Oral Evaluations Feedback and discussion from students regarding the cultural facts noted in the announcement Solicitation of suggestions for facts to be included in future announcements Observation of changes in school climate

Grade 11						
Month	ASCA Standards and Domain	Objectives	Essential Questions	Activity/Lesson	CCSS	Assessment
<p>March: <i>Caring and testing (study skills)</i></p>	<p>Academic Development Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school across the life span.A:A1, A:A2, A:A3</p> <p>Personal/Social Development Standard A: Students will acquire the knowledge, attitude and interpersonal skills to help them understand and respect self and others.PS:A1, PS:A2</p> <p>Career Development Standard B: Students will employ strategies to achieve future career goals with success and satisfaction. C:B1.5</p>	<ul style="list-style-type: none"> • SWBAT identify attitudes and behaviors that influence successful learning • SWBAT empathize with others by identifying and expressing their feelings as well as feelings in others • SWBAT identify and apply effective test taking and task-management skills 	<ul style="list-style-type: none"> • When a student feels they've been wronged by a teacher or other staff member, how productive is it for them to stop caring and performing in class? Explain • What are the direct and indirect effects of caring for and assisting people in other parts of the world who are in need? • What are some effective ways to organize your time in order to prepare for a test or complete a task successfully? 	<ul style="list-style-type: none"> • <u>Who Cares About Learning?</u> Students will work in groups to chart the causes and effects of students and teachers who fail to maintain a collaborative • <u>We're All in this Together</u> Teachers/staff can review elements of HIB and how caring or the lack of can impact learning and the overall quality of life for a student • <u>HSPA</u> Final preparations for HSPA will involve review of stress and time management skills. Student will participate in 	<p>CCSS.ELA-Literacy.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>	<ul style="list-style-type: none"> • Observations A comparison of students' grades, work habits and attitudes will determine students' level of concern for their academic success • Students' interactions with one another and a decline in HIB incidents can be monitored • Observation of attitudes and behaviors during testing as well as attendance data during the week of testing and make up testing

Grade 11						
Month	ASCA Standards and Domain	Objectives	Essential Questions	Activity/Lesson	CCSS	Assessment
<p>April: <i>Fairness (sharing)</i></p>	<p>Personal/Social Development Standard A: Students will acquire the knowledge, attitude and interpersonal skills to help them understand and respect self and others PS:A1, PS:A2</p> <p>Academic Development Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the lifespan. A:A3.4</p> <p>Career Development Standard B: Students will employ strategies to achieve future career goals with success and satisfaction. C:B1.7, C:B2.5</p>	<ul style="list-style-type: none"> SWBAT become more deliberate in their interactions with others during group activities to produce more positive outcomes SWBAT learn to respect alternative points of views and make compromises when needed SWBAT identify and implement proactive measures for attaining academic success and take responsibility for the consequences when they choose not to 	<ul style="list-style-type: none"> What are the productive and non-productive behaviors/attitude that often present themselves in group dynamics? How do designating specific roles for members of a group affect the outcome of group projects or assignments? What mental and concrete preparation is necessary for students to avoid the unpleasant consequences of an academic or attendance failure? 	<ul style="list-style-type: none"> Cooperative Behavior Students are tasked with an opportunity to reflect to determine behaviors during teacher determined group assignments/activities Second Chances Counselors will meet with all potential student failures. Motivate and discuss consequences and opportunities for recovery (Summer & online courses) The Wisdom of Fairness Students will review Words of Wisdom activity in relationship to fairness as a valued character trait, before journaling their interpretation of the same 	<p>CCSS.ELA-Literacy.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>ELA-literacy.RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<ul style="list-style-type: none"> Group discussion Students end with the development of a working definition of cooperative behavior in groups Journal Entries Data Collection of Students Registering for On-line Classes

Grade 11						
Month	ASCA Standards and Domain	Objectives	Essential Questions	Activity/Lesson	CCSS	Assessment
<p>May/June: <i>Career Awareness and Transitions</i></p>	<p>Career Development- Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions C:A1, C:A2</p> <p>Standard B: Students will employ strategies to achieve future career goals with success and satisfaction. C:B1, C:B2</p> <p>Standard C: Students will understand the relationship between personal qualities, education, training and the world of work C:C1, C:C2</p> <p>Academic Development Standard C: Students will understand the relationship of academics to the world of work and to life at home and in the community A:C1, A:C2</p>	<ul style="list-style-type: none"> Students will review and collect the required documentation to apply for scholarships, college, and employment opportunities Students will identify personal skills, interests and abilities and relate them to current career choices Students will be exposed to a variety of traditional and nontraditional careers and learn of the educational and skill requirements for each 	<ul style="list-style-type: none"> What occupations exist that may not ten years from now? Explain why you think so. What qualities would you look for in a person that you would hire to work for you? Is it worthwhile to apply for scholarships when the odds of being selected are against you? Why? Why not? What resources should students access to receive current information about career and college readiness? 	<ul style="list-style-type: none"> Plan of Action Students will finalize personal essays, continue to collect letters of reference and update their resumes in preparation for summer employment and the college application process. Student will also continue preparing for and take the final SAT exam Moving Up and Along Students will meet with their counselors to review their academic standing, course recovery options, and summer enrichment programs Career Day Students will participate in school wide Career Day activities 	<p><u>ELA- Literacy SL.9-10.1-</u> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively</p> <p><u>CCSS.ELA-Literacy.RI.11-12.1</u> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>	<ul style="list-style-type: none"> Analyze Students will analyze their career choices based on changes in economic and vocational trends Conferencing Students will demonstrate a level of insight and awareness of their academic standing, and how course selection contributes to a timely graduation, and their overall future success Questioning Strategies An exchange of questions and answers will take place between students and professional guests and staff

Grade 12						
<u>Month</u>	<u>ASCA Standards and Domain</u>	<u>Objectives</u>	<u>Essential Questions</u>	<u>Activity/Lesson</u>	<u>CCSS</u>	<u>Assessment</u>
<p>September: <i>Diversity and Transitions</i></p>	<p>Personal/Social Development-Standard B: Students will make decisions, set goals, and take necessary action to achieve goals.</p> <p>Academic Development-Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.</p>	<ul style="list-style-type: none"> Acknowledge change and utilize skills to address transition Reinforce and apply coping skills for managing stress Analyze how thoughts and feelings affect performance Demonstrate appreciation and respect for cultural differences 	<ul style="list-style-type: none"> Can you identify attitudes and behaviors that lead to successful learning? What motivates you to perform well? What are the factors that cause change in your educational goals? 	<ul style="list-style-type: none"> Stress Management Students will review, discuss and identify stress and healthy stress management techniques. Graduation Requirements Students will review and discuss graduation requirements and update portfolio planner. Your Attitude Is Showing Students will be able to relate the importance of positive attitude to their personal life and to employability skills. Senior Year Plan Students will make decisions, set goals, and take necessary action to achieve post-secondary goals. Diversity Students will develop an understanding of the importance of diversity and increase acceptance of differences. 	<p><u>21st-Century Life and Careers 9.1 21st-Century Life & Career Skills</u> All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</p> <p><u>9.1.8.D.5-</u> Justify the need for greater cross-cultural understanding due to globalization.</p> <p><u>9.1.12.D.2-</u> Determine the immediate and long-term effects of cross-cultural misconceptions or misunderstandings resulting from past or current international issues or events.</p> <p><u>21st-Century Life and Careers Standard 9.1 21st-Century Life & Career Skills</u> All students will demonstrate the creative, critical thinking,</p>	<ul style="list-style-type: none"> School Climate Survey Student Feedback Attendance at assemblies Assembly Evaluation Forms

					collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.	
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<i>Grade 12</i>						
<u>Month</u>	<u>ASCA Standards and Domain</u>	<u>Objectives</u>	<u>Essential Questions</u>	<u>Activity/Lesson</u>	<u>CCSS</u>	<u>Assessment</u>
<p>October: <i>HIB Awareness</i></p>	<p>Personal/Social Development-Standard C: Students will understand safety and survival skills PS:C.2</p>	<ul style="list-style-type: none"> Understand legal issues related to harassment and discrimination Use effective problem solving and decision making skills to make safe and healthy choices Understand the responsibilities of students in the school environment 	<ul style="list-style-type: none"> How do determine the differences between rights and responsibilities? What is HIB, how do we create an environment where everyone knows this is not tolerated? 	<ul style="list-style-type: none"> <u>Grade Level Assemblies/Convocations</u> Students will learn about the HIB law, school procedure for reporting & ways to prevent HIB <u>Internet Safety/Social Networking</u> Students will discuss ways to be safe when using the internet including social networking sites. <u>Rights & Responsibilities</u> Students will understand the difference between rights and responsibilities. <u>Respect Week</u> Students engage in a weeklong of activities/lessons/assemblies regarding HIB 	<p><u>21st-Century Life and Career 9.1 21st-Century Life & Career Skills</u> All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.<u>9.1.4.A.1</u> Recognize a problem and brainstorm ways to solve the problem individually or collaboratively. <u>9.1.4.A.2</u> Evaluate available resources that can assist in solving problems. <u>9.1.4.A.3</u> Determine when the use of technology is appropriate to solve problems. <u>9.1.4.A.4</u> Use data accessed on the Web to inform solutions to problems and the decision-making process. <u>9.1.4.A.5</u> Apply critical thinking and problem-solving skills in classroom and family settings.</p>	<ul style="list-style-type: none"> Written evaluations Focus groups to determine “satisfaction” with a lessons/activities content HIB Incident Reports/ Suspension data

<i>Grade 12</i>						
<u>Month</u>	<u>ASCA Standards and Domain</u>	<u>Objectives</u>	<u>Essential Questions</u>	<u>Activity/Lesson</u>	<u>CCSS</u>	<u>Assessment</u>
<p>November: <i>Trustworthiness</i></p>	<p>Personal/Social Development- Standard A: Students will acquire the knowledge, attitude and interpersonal skills to help them understand and respect self and others A:A1.5 Academic Development Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college. A:B1, A:B2</p>	<ul style="list-style-type: none"> Review educational plans and set educational goals based on self-assessment and career exploration. How belief systems influence career choices Discuss the importance of responsibility, dependability, punctuality, integrity and effort in the workplace Use employability and career/job readiness skills in mentoring, shadowing, interviewing, and/or other world to work experiences. 	<ul style="list-style-type: none"> Why do people choose certain work paths and activities and understanding why they may change? Does being successful at school relate to your long term occupational choices? How are people influenced by interest and abilities? 	<ul style="list-style-type: none"> Relating School To Career Students will understand the relationship between high school course work and career paths. College Fair Students use have an opportunity to discuss college plans with multiple colleges along with on-site acceptance. Evaluating Post-Secondary Options Students will explore educational opportunities after high school. SAT Administration Students will prepare to take the SAT. College Applications/Early Decision Students will receive assistance with completing college applications Resume Updates 	<p><u>21st-Century Life and Career 9.1 21st-Century Life & Career Skills</u> All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures <u>9.1.8.A.1</u> Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills. <u>9.1.8.A.2</u> Implement problem-solving strategies to solve a problem in school or the community. <u>9.1.8.A.3</u> Summarize strategies used by various organizations and agencies to solve problems that impact communities, and compare them with strategies used by similar organizations in another state or country. <u>9.1.8.A.4</u> Design and implement a project management plan using one or more problem-solving strategies.</p>	<ul style="list-style-type: none"> Evaluation tools from written lessons. Attendance Sheets from Fairs Registration from SAT/Score from test Applications Acceptance letters

Grade 12						
<u>Month</u>	<u>ASCA Standards and Domain</u>	<u>Objectives</u>	<u>Essential Questions</u>	<u>Activity/Lesson</u>	<u>CCSS</u>	<u>Assessment</u>
<p>December: <i>Responsibilities (decision-making and self-control)</i></p>	<p>Personal /Social Development- Standard B: Students will make decisions, set goals and take necessary action to achieve goals. A::B1.7</p> <p>Academic Development- Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college A:A1.5</p> <p>Career Development- Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions C:A2.8</p>	<ul style="list-style-type: none"> Apply social problem solving/decision making skills Understand the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace Value the importance of acquiring new skill and lifelong learning 	<p>What skills do I have? How can I further develop them and turn them into a career?</p> <p>What do you look for in a college (size, location, diversity, etc.?)</p>	<ul style="list-style-type: none"> College Visits Student will have opportunities to visit different colleges and consider admission. Scholarship Program Student will have opportunities to apply for a variety of scholarship that will assist them with college tuition and additional expenses. Post-Graduation Action Plan Students will complete a post-secondary action plan to assure they are prepared for post-secondary success in their career choice. Decision Making Students will use decision making skills to solve a practical problem World AIDS Day Recognition Student recognize World AIDS Day with special activities. 	<p><u>21st-Century Life and Career</u> <u>9.1 21st-Century Life & Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures</u> <u>9.1.12.A.1</u> Apply critical thinking and problem-solving strategies during structured learning experiences.</p> <p><u>9.1.12.A.2</u> Participate in online strategy and planning sessions for course-based, school-based, or outside projects.</p>	<ul style="list-style-type: none"> Applications Attendance & Permission Slips Post Events/Trips/ Assemblies Evaluation

Grade 12						
<u>Month</u>	<u>ASCA Standards and Domain</u>	<u>Objectives</u>	<u>Essential Questions</u>	<u>Activity/Lesson</u>	<u>CCSS</u>	<u>Assessment</u>
<p>January: <i>Citizenship/ Goal setting</i></p>	<p>Personal/Social Development- Standard A: Students will acquire the knowledge, attitude and interpersonal skills to help them understand and respect self and others PS: A1. PS: A2 Personal/Social Development Standard B: Students will make decisions, set goals and take necessary action to achieve goals PS:B1 Academic Development- Standard C: Students will understand the relationship between personal qualities, education, training and the world of work C:C1.3 C:C1.4</p>	<ul style="list-style-type: none"> • Students will explore behaviors and actions that impede on their goal attainment. • Students will engage in community service opportunities that coincide with career/personal goals. • Explore further post-secondary educational and technical institutions financial support opportunities. 	<ul style="list-style-type: none"> • Are some behaviors more appropriate in some environments and not others? • What resources are available within the community, state and federally that can support students financially when attending college? • Why is it important to take inventory of your interests, achievements, aptitude and abilities before selecting post-secondary options • What are the benefits to being in control of one’s own learning? • How can service learning opportunities support future learning in a student’s area of interest? 	<ul style="list-style-type: none"> • <u>Acts of Kindness</u> School-wide involvement in “Acts of Kindness” Program and discussion on the values and beliefs of Martin Luther King Jr. and other civil rights activists both past and present • <u>FAFSA: How To Complete</u> Review and discussion of the of the state FAFSA forms; learn how to complete correctly. • <u>Community Service</u> Students will examine ways to participate in community service and set personal goals for involvement. • <u>Academic Success & Failure</u> Students will understand the causes of both academic success and failure. 	<p><u>21st-Century Life and Careers 9.3 Career Awareness, Exploration, and Preparation</u> All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age. <u>9.3.4.A.2</u> Identify various life roles and civic and work-related activities in the school, home, and community. <u>9.3.12.C.2</u> Characterize education and skills needed to achieve career goals, and take steps to prepare for postsecondary options, including making course selections, preparing for and taking assessments, and participating in extra-curricular activities.</p>	<ul style="list-style-type: none"> • Attendance at assemblies/ program • Written Documentation Review and feedback on students’ lesson sheets • Completed applications • Service Learning Documentation

<i>Grade 12</i>						
<u>Month</u>	<u>ASCA Standards and Domain</u>	<u>Objectives</u>	<u>Essential Questions</u>	<u>Activity/Lesson</u>	<u>CCSS</u>	<u>Assessment</u>
<p>February: <i>Multi-cultural awareness</i></p>	<p>Personal/Social Development Standard A: Students will acquire the knowledge, attitude and interpersonal skills to help them understand and respect self and others PS:A1, PS:A2</p> <p>Academic Development Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span. A:A2.2</p> <p>Career Development Standard B: Students will employ strategies to achieve future career goals with success and satisfaction. C:B1.1</p>	<ul style="list-style-type: none"> SWBAT develop a positive attitude toward self as a unique and worthy individual SWBAT recognize, accept and appreciate individual and cultural differences 	<ul style="list-style-type: none"> How can I use my gifts and talents to positively impact my peers and leave a legacy that will influence the remaining student body for years to come? How has being educated in a culturally diverse environment enhanced my outlook on life? 	<ul style="list-style-type: none"> Unmasking Stereotypes in Media Students will participate in activities that will allow them to develop an awareness of stereotypes associated with different ethnic and regional groups. The same can be applied to gender and age related stereotypes. 	<p>CCSS.ELA-Literacy.W.11-12.1b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible bias</p> <p>CCSS.ELA-Literacy.SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>	<ul style="list-style-type: none"> Review of Final Product Students' written an oral reactions to the video clips will be assessed for insight and awareness as they demonstrate knowledge of vocabulary associated with multicultural citizenship (i.e. stereotype, tolerance, assumption, bias etc.) Oral Evaluations Feedback and discussion from students regarding their findings after comparing racial portrayals in the media to people they know in their own lives Observation of changes in school climate

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<p>March: <i>Caring and testing (study skills)</i></p>	<p>Academic Development Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school across the life span. A:A1, A:A2, A:A3</p> <p>Personal/Social Development Standard A: Students will acquire the knowledge, attitude and interpersonal skills to help them understand and respect self and others. PS:A1, PS:A2</p> <p>Career Development Standard B: Students will employ strategies to achieve future career goals with success and satisfaction C:B1.5</p>	<ul style="list-style-type: none"> SWBAT identify attitudes and behaviors that influence successful learning SWBAT empathize with others by identifying and expressing their feelings as well as feelings in others SWBAT identify and apply effective test taking and task-management skills 	<ul style="list-style-type: none"> How can I ensure that I maintain a positive attitude and maximize my academic potential? What type of resources and/or support personnel should one access when experiencing stress and anxiety? Why is this important? What are the differences in outcomes for someone who plans vs. someone who does not plan ahead when approaching a task or project? 	<ul style="list-style-type: none"> Academic Self-Confidence Students will meet in small and large groups and discuss their “best” schoolwork and the responsibility they have in producing good schoolwork Test Your best Students will use a variety of resources to continue preparing for HSPA/SAT, and college admissions testing 	<p>CCSS.ELA-Literacy.SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. Ideas and Details CCSS.ELA-Literacy.RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>	<ul style="list-style-type: none"> Observations A comparison of students’ grades, work habits and attitudes will determine students’ level of concern for their academic success Students’ interactions with one another and a decline in HIB incidents can be monitored Observation of attitudes and behaviors during testing as well as attendance data during the week of testing and make up testing

Grade 12						
<u>Month</u>	<u>ASCA Standards and Domain</u>	<u>Objectives</u>	<u>Essential Questions</u>	<u>Activity/Lesson</u>	<u>CCSS</u>	<u>Assessment</u>
<p>April: <i>Fairness (sharing)</i></p>	<p>Personal/Social Development Standard A: Students will acquire the knowledge, attitude and interpersonal skills to help them understand and respect self and others PS:A1, PS:A2</p> <p>Academic Development Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the lifespan. A:A3.4</p> <p>Career Development Standard B: Students will employ strategies to achieve future career goals with success and satisfaction. C:B1.7, C:B2.5</p>	<ul style="list-style-type: none"> • SWBAT become more deliberate in their interactions with others during group activities to produce more positive outcomes • SWBAT learn to respect alternative points of views and make compromises when needed • SWBAT identify and implement proactive measures for attaining academic success and take responsibility for the consequences when they choose not to 	<ul style="list-style-type: none"> • How can the democratic process be used to ensure that responsibilities are assigned fairly in a group activity? • What would the world be like if everyone thought the same way? • Why plan ahead when there are so many factors that can cause even the best plans to fail? 	<ul style="list-style-type: none"> • <u>Teamwork Makes the Dream Work</u> Student will set goals for completing a project of their choice (as a group) and be able to accomplish them by assigning roles and using critical thinking and decision making skills 	<p>CCSS.ELA-Literacy.WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CCSS.ELA-Literacy.CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	<ul style="list-style-type: none"> • Group discussion Students end with the development of a working definition of cooperative behavior in groups • Oral Feedback Students will respond to questioning regarding the decision making process • Assessment of The final product The quality of the final project will be assessed according to the goals originally set by the student led group

Grade 12						
Month	ASCA Standards and Domain	Objectives	Essential Questions	Activity/Lesson	CCSS	Assessment
<p>May/June: <i>Career Awareness and Transitions</i></p>	<p>Career Development- Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions C:A1, C:A2 Standard B: Students will employ strategies to achieve future career goals with success and satisfaction. C:B1, C:B2 Standard C: Students will understand the relationship between personal qualities, education, training and the world of work C:C1, C:C2 Academic Development Standard C: Students will understand the relationship of academics to the world of work and to life at home and in the community A:C1, A:C2</p>	<ul style="list-style-type: none"> • SWBAT review and collect the required documentation to apply for scholarships, college, and employment opportunities • SWBAT identify personal skills, interests and abilities and relate them to current career choices • Students will be exposed to a variety of traditional and nontraditional careers and learn of the educational and skill requirements for each 	<ul style="list-style-type: none"> • How will one know if he/she is making the right decisions concerning his/her future? • How do the decisions we make today impact the quality of life we will have tomorrow and into the future? • What is the value in exploring different options, even after you have made a decision about your career path? 	<ul style="list-style-type: none"> • Transition to College Students will complete an assessment and survey identifying what they feel are important factors to succeeding and college and identifying their strengths and weaknesses • The Ups and Downs of Occupations students will use Career Cruising or other internet sites to identify the latest employment and occupational trends and the importance of education and training to succeeding in the job market • Checking Out Students will identify the tasks they must complete prior to exiting high school Including a final review of transcripts. 	<p>CCSS.ELA-Literacy.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>CCSS.ELA-Literacy.RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.</p>	<ul style="list-style-type: none"> • Analyze Students will analyzes their career choices based on changes in economic and vocational trends • Conferencing Students will demonstrate a level of insight and awareness of their academic standing, and how course selection contributes to a timely graduation, and their overall future success • Questioning Strategies An exchange of questions and answers will take place between students and professional guests and staff

K-12 Curriculum Lessons and Supplemental Resources

KINDERGARTEN
LESSON PLANS

LESSONS:
Citizen
Ants

ASCA AREA: Personal/ Social Development

STUDENT COMPETENCIES ADDRESSED:

The student will: PS: A2 Acquire Interpersonal Skills & A: A1 Improve Academic Self-concept

GRADE LEVEL Kindergarten

TIME ALLOCATION: 30 minutes

BEST TIME OF YEAR TO IMPLEMENT: January

LESSON PLANS/ACTIVITIES: Cooperating and helping one another in order to get something done is a great way to learn about citizenship. Did you know that even the tiniest creatures cooperate with one another? Ants work together to build colonies, gather food, build tunnels, and care for their young. Every ant takes responsibility to perform its special job in order to create a nice ant community to live in. If you would like, you can have the class work together to make an "edible ant farm".

Form an assembly line and have four groups responsible for different tasks:

- Group #1 is responsible for dumping graham cracker crumbs into a large bowl.
- Group #2 fills sandwich bags half full with crumbs.
- Group #3 adds a small spoonful of chocolate cake sprinkles "ants" into each bag.
- Group #4 zips-up the bags.

Any remaining students can be responsible for passing out the finished bags and plastic spoons. Conclude your activity by reminding the students that even ants know the importance of citizenship. When we take responsibility to do our part and care for our community, we can make it great! (Edible Object Talks, Susan Lingo)

MATERIALS NEEDED:

Chocolate graham cracker crumbs. Chocolate cake sprinkles, zip-lock baggies, and plastic spoons

SUPPLEMENTAL RESOURCES:

Book suggestions for Citizenship;
Franklin Meets the President, Paulette Bourgeois
I am America, Charles Smith Jr.
Vote for Me! Kirsten Hall

EVALUATION METHOD:

Ask for volunteers to share what they learned today. Counselor will point out the importance of working together and respecting each other.

GRADE 1
LESSON PLANS

LESSONS:
RESPECT
SELF AND
OTHERS

ASCA AREA: Personal/ Social Development

STUDENT COMPETENCIES ADDRESSED:

The student will: PS: A11 – acquire the knowledge, attitude and interpersonal skills to help them understand and respect self and others

GRADE LEVEL: 1st Grade

TIME ALLOCATION: 20 minutes

BEST TIME OF YEAR TO IMPLEMENT: October

LESSON PLANS/ACTIVITIES:

1. Counselor introduces activity by discussing the unique qualities that make up individuals.
2. Counselor passes out a 12"x18" sheet of construction paper to each student and instructs students to write "Me at School" on top of the page. Counselor passes out a variety of magazines and instructs students to cut out pictures and words from the magazines that are representative of themselves, activities that they enjoy, and people that they admire, then paste the cut-outs on the construction paper.
4. Counselor instructs students NOT to sign the completed paper.
5. Counselor will have students display the final work around the room.
6. Students will try to guess who belongs to each collage.
7. When a college is correctly matched to a student, that student will then explain the personal significance of each item.

MATERIALS NEEDED:

12"x18" sheets of construction paper
A variety of magazines
Stick glue and scissors for all

SUPPLEMENTAL RESOURCES:

www.Respectyourself.com
Urban Dreams by Plainfield Students

EVALUATION METHOD:

Ask for volunteers to share what they learned or "unlearned" today. Counselor will point out that while there are some similarities between collages, the individual significance to the creator of the collage makes everyone truly unique.

GRADE 3
LESSON PLANS

LESSONS:

POETRY

WRITING

ASCA AREA: Personal/Social Development:

STUDENT COMPETENCIES ADDRESSED:

The student will: PS: A2 Acquire Interpersonal Skills & PS: C1 Acquire Personal Safety Skills

GRADE LEVEL Third

TIME ALLOCATION: 30 minutes

BEST TIME OF YEAR TO IMPLEMENT: March

LESSON PLANS/ACTIVITIES: Using the word caring students will create an acrostic poem which will be posted throughout the school.

1. Counselor will guide students in a discussion around caring & what it means.
2. Counselor will model writing an acrostic poem.
3. Counselor will then guide students in developing their own acrostic poem using the word caring.
4. Students will share their poem with a partner for peer assessment.
5. Students will share poem with class
- 6.

MATERIALS NEEDED:

Paper & pencils

SUPPLEMENTAL RESOURCES:

EVALUATION METHOD:

Completed poems & peer & Counselor assessment

GRADE 4
LESSON PLANS

LESSONS:
DECISIONS
DECISIONS

ASCA AREA: Personal/ Social Development

STUDENT COMPETENCIES ADDRESSED:

The student will understand safety and survival skills. PS: C1.7

GRADE LEVEL: 4th Grade

TIME ALLOCATION: 20 minutes

OUTLINE: Students evaluate three decisions they have made recently. They are then introduced to the “IDEAL” process and practice applying it to a decision they have yet to make.

RESOURCES: “Decisions! Decisions!” Activity sheet

LESSON PLANS/ACTIVITIES:

- Ask students to complete Part I of the “Decisions! Decisions!” activity sheet.
- Discuss the student evaluations of their decisions. Ask them to identify weaknesses in their decision- making methods.
- Outline and explain the following steps in making an “IDEAL” decision:
 - I = Identify the situation.
 - D = Describe options
 - E = Evaluate what might happen
 - A = Act out a plan.
 - L = Learn from your decision
- Ask students to complete Part II of the activity.
 - Ask if any students had special difficulties in coming to a decision in Part II. Request a volunteer to have his or her decision discussed as a class.
- Apply the IDEAL process to the volunteer’s decision as a class.
- Lead a discussion on how people often seek help in completing the IDEAL process. Ask students to compare the brainstorming capacity of the entire class to that of just one student. Ask if there are any negative aspects to group decision-making.

EVALUATION METHOD: Students can describe the use of the IDEAL process in making a decision.

GRADE 5
LESSON PLANS

LESSONS:
RESPECT
SELF AND
OTHERS

ASCA AREA: Personal/ Social Development

STUDENT COMPETENCIES ADDRESSED:

The student will: PS: A1.1 – acquire the knowledge, attitude and interpersonal skills to help them understand and respect self and others; decision making

GRADE LEVEL: 5th Grade

TIME ALLOCATION: 30 minutes

BEST TIME OF YEAR TO IMPLEMENT: December

LESSON PLANS/ACTIVITIES:

1. Counselor introduces activity by asking students what trustworthiness means
2. Brainstorm with students what you can do so that people can trust you.
3. Counselor introduces the trust circle. Explain that the circle shows different ways you can demonstrate that you are a trustworthy person.
4. Ask each student by going around the circle to share ways they believe one can show that they are trustworthy. (return borrow items, keep promises, being honest...)
5. Then explain that you will be “growing” your trusting tree. Each student will create a unique “leaf” and provide an example of how to show trustworthiness.
6. When all leaves are complete, they will be displayed as part of a “tree” created on a bulletin board.
- 7.

MATERIALS NEEDED:

Trust circle copy
Paper to create leaves
Markers/pencils/crayons
Tree Trunk made from paper

SUPPLEMENTAL RESOURCES:

EVALUATION METHOD:

Ask for volunteers to share what they learned today. Counselor will review leaves and determine whether leaves are reflective of valid ways to establish trust.

GRADE 6
LESSON PLANS

LESSONS:
CAN I HELP
YOU?

ASCA AREA: Academic Development

STUDENT COMPETENCIES ADDRESSED:

Student will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span. A:A1.3

GRADE LEVEL: 6th Grade

TIME ALLOCATION: 20 minutes

OUTLINE: Students develop scenarios for seeking help from adults.

RESOURCES: newsprint, colored markers

LESSON PLANS/ACTIVITIES:

Have procedures in place for students to refer themselves to adults in the school offering assistance (counselor, social worker, career development counselor, vocational rehabilitation specialist, psychologist, special education teacher, assistant principal).

- Develop written procedures for students to access individual and/or group counseling.
- Discuss with students the different adults in the school who can help students with various needs.
- Develop an activity around a “Dear Abby” letter from a student seeking help.
- Students in small groups discuss a response to the letter(s) and reach a consensus about the different ways the student in the letter could access help.
- Each group writes their ideas/scenarios on one worksheet in a different colored marker. Each group adds only those ideas which are new.
- Role play one or two of the scenarios/suggestions.
- Have students reflect on what they learned.
- Remind students of when it is important to ask for help.

EVALUATION: Students know their counselor and procedure for seeking help.

GRADE 7
LESSON PLANS

LESSONS:
STEPS TO
SUCCESS!

ASCA AREA: Academic Development

STUDENT COMPETENCIES ADDRESSED:

Students will acquire the attitudes, knowledge, aptitudes and skills that contribute to effective learning in school and across the life span. A: A2.4

GRADE LEVEL: 7 Grade

TIME ALLOCATION: 40 minutes

OUTLINE: Students will practice developing goal statements.

LESSON PLANS/ACTIVITIES:

:

- Introduce the lesson by discussing the planning process with students.
- Planning is a way of getting to a goal, something you want to achieve in the future. Getting to a goal is accomplished sometimes in small steps or tasks.
- Have students think about an achievement goal they wish to reach.
- Write on the Board an example such as
Steps to Improving My Math Grade:
 1. Talk to my teacher
 2. Do my homework assignments
 3. Ask questions in class
 4. Study every night
 5. Get a tutor
 6. Get extra help
 7. Give up some free time to study

Ask students to write at the top of a page Steps to Reaching My Goals

- Next write a goal statement related to improved achievement.
- Students write down and number every step they can think would be helpful in trying to reach the goal. There may be as many as ten or more small steps/tasks.
- Ask students to keep the Goal Statement in their portfolio until the next report cards are distributed.
- Have students review their goal statements after one grading period has passed.
- What steps were actually taken?
- Did students achieve their goal?
- What lessons can be learned about effort? What did the students give up? Sacrifice? Was it worth it?

EVALUATION: Student is able to develop planning steps for achieving a goal.

GRADE 8
LESSON PLANS

LESSONS:

WHEN TO
ASK FOR
HELP?

ASCA AREA: Personal/ Social Development

STUDENT COMPETENCIES ADDRESSED:

Students will understand safety and survival skills. PS: C1.5

GRADE LEVEL: 8 Grade

TIME ALLOCATION: 40 minutes

OUTLINE: Students will clarify the differences between harassment and flirting and when to seek help from an adult.

RESOURCE: School System policy on sexual harassment/school discipline code.

LESSON PLANS/ACTIVITIES:

- Display on newsprint or transparency the following:

Sexual Harassment

Is degrading
 Feels powerless
 Negative touching
 Unwanted
 Illegal
 Demeaning
 Sad/angry
 Negative self-esteem

Flirting

It's a compliment
 Feel in control
 Equality
 Wanted
 Legal
 Flattering
 Happy
 Positive self-esteem

GRADE 8
LESSON PLANS

LESSONS:
WHEN TO
ASK FOR
HELP?

- Discuss the school system policy on sexual harassment with students.
- Ask students if they think that only girls can be sexually harassed? Can boys be harassed too?
- Sexual harassment can result from communication problems. It can happen when people do not respect each other's feelings or pay attention to the way others respond to their actions or comments.
- Divide class into small groups of six to eight; give each group newsprint, markers and tape; and ask them to choose a recorder.
- Ask them to make a list of what they think they would do if they were sexually harassed. After a few minutes, ask them to make another list of what they would do if a friend told them that she or he was being harassed.
- Ask the recorder to share the group results.
- Listen for the following strategies as you write them on a clean sheet or board:
 - Tell a person who harasses you to stop.
 - Tell a friend about it.
 - Tell a family member.
 - Tell someone at school such as a trusted adult.
 - File a formal complaint with the principal.
- Summarize with students by reminding them of the adults in the school who will listen and help. Remind them of three steps to take when faced with sexual harassment:
 - Step 1: Communicate to the harasser that you expect the behavior to stop!
 - Step 2: If the behavior is repeated, go to a person in authority. Document exactly what happened. Use exact quotes. (What happened, when?
where, who witnessed, what you said or did in response, how you felt).
 - Step 3: If behavior is repeated go to someone in higher authority.

COUNSELOR: Counsel individually with victims of harassment. Share information with students, parents, and teachers.

EVALUATION: Students know the steps to stop sexual harassment. Students know who in the school to go to for assistance.

GRADE 11
LESSON PLANS

LESSONS:
STRESS
MANAGE-
MENT

ASCA AREA: Personal/ Social Development

STUDENT COMPETENCIES ADDRESSED:

The student will: acquire the knowledge, attitude and interpersonal skills to help them understand and respect self and others.

GRADE LEVEL: 11th Grade

TIME ALLOCATION: 30-40 minutes

BEST TIME OF YEAR TO IMPLEMENT: September

LESSON PLANS/ACTIVITIES:

Activity Statements: Students and advisor will participate in a “peanut” activity in which they give the peanut a persona and tell a story about its life to learn how they can grow to like anyone, even a peanut, when given a chance.

Put chairs in a circle so that everyone can see each other.

Counselor will distribute one peanut per student asking them not to eat it, because it will be used for today’s activity.

Counselor will ask the students to do the following then lead by example.

Examine your peanut very carefully.

Pretend your peanut is a person.

Think about your peanuts past history. What type of experiences, advantages, disadvantages, and culture might your peanut have had?

Give your peanut a name, gender, age, and ethnicity.

Tell its life story believing that your peers will have compassion and understanding for its diversity.

Counselor will go first unless a student volunteers.

(A sample story) “I’d like you to meet Eugene. He grew up in the Middle East and moved to WV when he was in the 3rd grade. He could speak some English, but not very well. Some kids made fun of him, but not Sara English. Sara invited him to her birthday party where two bigger boys pretended to befriend him, but instead enticed him to the back yard where no one was watching and beat him up. When Sara and her family found out, they were very angry. They never invited those two boys over again, but they did invite Eugene to go to Disney World with Sara and her brother, Tommy. They helped him with his English pronunciation and he helped Sara and Tommy with Math. Eugene learned not to trust a lot of people, but if he did trust them he would help with their homework for free. Now Eugene is a junior and a National Merit semi-finalist. He wants to be a doctor and live in a culturally diverse community where his children will be treated with respect.”

Ask students to take turns telling their peanut’s story, trying to stay within two minutes each.

GRADE 11
LESSON PLANS

LESSONS:
STRESS
MANAGE-
MENT
CONTINUED

When everyone has finished telling their story, ask every to toss their peanut into the middle of the floor. (Some will be reluctant because they have gained an attachment for their peanut.) For those student s, let them know they will have an opportunity to get their peanut back.

Once all the peanuts are in the floor, ask students to find their particular peanut. This is very powerful. You will find that almost every student can now identify their peanut. If some students cannot find theirs, they can ask others to show theirs to see if they have picked up the wrong peanut by mistake. Inform students they can now eat their peanut or keep it as a momentum of this experience.

Discussion:

1. What surprised you about this activity?
2. What did you find motivational?
3. What was it about your peanut that helped you create your story?
4. What are some ways that you or other treats people because they are different?
5. What is something you will do to try to show more acceptance of diversity?

MATERIALS NEEDED:

- Enough peanuts for each class member and advisor(s)

SUPPLEMENTAL RESOURCES:

Extension Activities-

- Invite someone you don't know to sit at your lunch table. Learn about them, their background, likes, dislikes, and make them feel "safe" around you and your friends.

EVALUATION METHOD:

- Review student handouts along with the use of an activity evaluation assessment that details what students achieved or didn't achieve during activity.

Resources & References

- American School Counselor Association (ASCA) Ethical Standards for school counseling programs
- American School Counselor Association (ASCA): www.schoolcounselor.org/files/EthicalStandards2010.pdf
- New Jersey Department of Education Core Curriculum Content Standards (NJCCCS): www.state.nj.us/education/cccs
- 21st Century Life and Careers Skills: www.state.nj.us/education/cccs
- The Missouri Comprehensive Guidance Program, Missouri State Department of Education
- Career Cruising Guidance System: www.careercruising.com
- Connecticut State Department of Education
- South Brunswick School District-New Jersey