

DELAWARE VALLEY SCHOOL DISTRICT

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

Guidance

Grade Level: K-2

Date of Board Approval: _____ 2023 _____

DELAWARE VALLEY SCHOOL DISTRICT

Planned Instruction

Title of Planned Instruction: Guidance Curriculum

Subject Area: Guidance

Grade(s): Kindergarten

Course Description: Students attend Guidance classes to learn to express feelings, stranger safety, self-awareness, standing up for self, Career Development.

Time/Credit for the Course: 4 Units/2 Semesters or bi-weekly/ up to 19 lessons @ 30 min. each

Curriculum Writing Committee: Virginia Kim

DELAWARE VALLEY SCHOOL DISTRICT

Curriculum Map

1. **Unit One -Overview with time range in days:** Expressing Your Feelings
4 Lessons @ 30 min per lesson

Unit One -Goals:

Students will use listening and oral skills to show understanding that people have varying emotions; everyone has different feelings at times.

Students will use oral responses to demonstrate appropriate responses to varying emotions.

Understanding of: Expressing Your Feelings

2. **Unit Two -Overview with time range in days:** Good Touch/Bad Touch, Stranger Awareness
5 Lessons @ 30 min per lesson

Unit Two -Goals:

Students will use oral skills and physical actions to express their understanding of situations that are safe and not safe including good touch/bad touch and stranger awareness.

Understanding of: Good Touch/Bad Touch, Stranger Awareness

3. **Unit Three -Overview with time range in days:** Self-Awareness and self-advocacy: Knowing Oneself and Standing Up for Oneself
6 Lessons @ 30 min per lesson

Unit Three -Goals:

Students will use oral skills to express their understanding of social skills, respect and appreciate differences, tolerance for others and appropriate ways to stand up for oneself.

Students will use oral and physical responses (thumbs up/ thumbs down or stand up / sit down) to demonstrate understanding of the topic.

Understanding of: Self-Awareness and self-advocacy

4. **Unit Four -Overview with time range in days:** Career Awareness
4 Lessons @ 30 min per lesson

Marking Period Four -Goals:

Students will use written and oral skills to demonstrate understanding of career opportunities and preparation through education.

Understanding of: Career Awareness

DELAWARE VALLEY SCHOOL DISTRICT

UNIT 1: Expressing Your Feelings

Big Idea # 1: Citizens show respect for others and act responsibly.

Essential Questions: Why do we always respect others?

Concepts: People do not always like or agree with each other, but they must act respectfully toward each other.

Competencies:

- Comply with established school routines and procedures.
- Demonstrate respect for the property of self and others.

Big Idea # 2: Career choice and preparation are lifelong processes.

Essential Questions: When does my career journey begin?

Concepts:

- Uniqueness of individual interests.

Competencies:

- Identify personal interests and compare them with others.

Big Idea # 3: Writing is a recursive process that conveys ideas, thoughts, and feelings.

Essential Questions: What role does writing play in our lives?

Concepts: Focus, content, organization, style, and conventions work together to impact writing quality

Competencies:

- Identify a specific audience and write about one topic (focus)
- Frame ideas for writing and identify appropriate topic-specific content that is supported by details. (content)
- Write a series of sentences or paragraphs that relate to the topic.

Big Idea #4: Effective speaking and listening are essential for productive communication.

Essential Questions: How does productive oral communication rely on speaking and listening?

Concepts: Purpose, context and audience influence the content and delivery in speaking situations

Competencies: Interact effectively in discussions by staying on topic being credible by providing evidence and/or examples asking clarifying questions while striving for understanding building on the ideas of others engaging others to participate speaking with enthusiasm, confidence and appropriate body language while making eye contact pronouncing words clearly, carefully and loudly so others will hear, understand and be able to respond demonstrating courtesy when others respond by providing others with attention and respect.

DELAWARE VALLEY SCHOOL DISTRICT

Curriculum Plan

UNIT 1 Expressing Your Feelings

Time Range in Days: 4 Lessons @ 30 min per lesson

Standard(s): PA Core Standards
ASCA National Standards

Standards Addressed:

PA Core Standards

CC.1.4.3.B (focus: Writing)

CC.1.4.3C, CC1.4.3H, CC.1.4.3W, CC1.4.4W (content: writing)

CC1.5.3A, CC1.5.3C, CC1.5.5A (speaking & listening)

ASCA National Standards

A:A1, A:A1.1,A:A1.2, A:A1.3 , A:A1.4 , A:A1.5

A:A3 ,A:A3.1,A:A3.2 ,A:A3.3 ,A:A3.4 ,A:A3.5

C:A1.3. ,C:A1.4, C:A1.5, C:A1.6, C:A1.7, C:A1.8, C:A1.9

C:A2.4, C:A2.5, C:A2.7, C:A2.8

PS:A1.1, PS:A1.2, PS:A1.5, PS:A1.6, PS:A1.7, PS:A1.8, PS:A1.9, PS:A1.10

PS:A2.1, PS:A2.2, PS:A2.3, PS:A2.4, PS:A2.6, PS:A2.7, PS:A2.8

PS:B1.2, PS:B1.3, PS:B1.4, PS:B1.5, PS:B1.6, PS:B1.7, PS:B1.8

PS:C1.3, PS:C1.4, PS:C1.5, PS:C1.6, PS:C1.7, PS:C1.9, PS:C1.10

Anchor(s):

Overview: Expressing Your Feelings

Focus Question(s):

- 1 What are appropriate ways to express their feelings to themselves and others?

Goals:

Students will use oral skills and writing skills to express their understanding of appropriate ways to express feelings.

Students will use oral and physical responses (thumbs up/ thumbs down) to demonstrate understanding the topic.

Objectives:

Lesson 1 After reading the story, “Happy Sad Angry Glad”, students talk about feelings.

DOK 3: Students will draw conclusions, cite evidence, compare.

DELAWARE VALLEY SCHOOL DISTRICT

Lesson 2 After reading the story, “When Sophie Gets Angry”, students talk about appropriate responses to anger.

DOK 4: Students will critique, synthesize, and apply concepts.

Lesson 3 (After reading the story ““Franklin’s New Friend,” students talk about appropriate ways to treat a friends and feelings associated with being new.

DOK 3: Students will draw conclusions, cite evidence, compare.

Lesson 3 (After reading the story ““Franklin Is Bossy,” students talk about appropriate ways to treat a friends and feelings associated with being bossy.

DOK 4: Students will critique, synthesize, and apply concepts.

Core Activities and Corresponding Instructional Methods:

Lesson 1 - Read the story “Happy Sad Angry Glad” After reading the story, have students talk about what they feel inside at times. Relate to students that it is alright to have different feelings and that everyone has different feelings at times. Students will discuss positive or negative feelings, and how they can cope with them.

Lesson 2 Do the right thing even when no one is looking Read the story “When Sophie Gets Angry – Really, Really Angry” by Molly Bang. Discuss with the students that anger can be managed properly and that we can turn our anger to a more positive state of mind. Students will also be shown that there are ways to act when angry “do the right thing”.

Lesson 3 –During the story students indicate if Franklin is following the topic with thumbs up for yes, thumbs down for no. (Examples; thumbs down when Franklin leaves Moose alone, thumbs up when Franklin shares with Moose) During the story “Franklin’s New Friend” Students will learn that they will meet many new people in their lives and that they should always treat everyone equally. Excluding someone from the group is a form of bullying. Discuss how being new feels and how it would feel to be left out and how to BE PROACTIVE.

Lesson 4 - Read and discuss the story “Franklin is Bossy” Students will learn that others don’t enjoy being bossed around. Students will discuss how it feels when a friend is bossy toward them. During the story students indicate if Franklin is following the topic with thumbs up for yes, thumbs down for no.

Assessments:

Diagnostic: discussion to assess prior knowledge

Formative: observations, on-going discussions, graphic organizers

Summative: student oral, written, and kinesthetic responses and student projects

DELAWARE VALLEY SCHOOL DISTRICT

Extensions: Students may take work home to continue projects not completed in class if interested. Students are encouraged to help other students make connections, apply concepts, and draw conclusions.

Correctives: Students may have help from classmates to complete activities. Students may have reduced writing requirements based on abilities.

Materials and Resources: Books: “Happy Sad Angry Glad”, “When Sophie Gets Angry – Really, Really Angry”, “Franklin’s New Friend,” “Franklin is Bossy,” color pages or drawing paper for responses.

UNIT 2: Good Touch/Bad Touch, Stranger Awareness

Big Idea # 1: Citizens show respect for others and act responsibly.

Essential Questions: Why do we always respect others?

Concepts: People do not always like or agree with each other, but they must act respectfully toward each other.

Competencies:

- Comply with established school routines and procedures.
- Demonstrate respect for the property of self and others.

Big Idea # 2: Writing is a recursive process that conveys ideas, thoughts, and feelings.

Essential Questions: What role does writing play in our lives?

Concepts: Focus, content, organization, style, and conventions work together to impact writing quality

Competencies:

- Identify a specific audience and write about one topic (focus)
- Frame ideas for writing and identify appropriate topic-specific content that is supported by details. (content)
- Write a series of sentences or paragraphs that relate to the topic.

Big Idea #3: Effective speaking and listening are essential for productive communication.

Essential Questions: How does productive oral communication rely on speaking and listening?

Concepts: Purpose, context and audience influence the content and delivery in speaking situations

Competencies: Interact effectively in discussions by staying on topic, being credible by providing evidence and/or examples asking clarifying questions while striving for understanding building on the ideas of others engaging others to participate speaking with enthusiasm, confidence and appropriate body language while making eye contact pronouncing words clearly, carefully and loudly so others will hear, understand and be able to respond demonstrating courtesy when others respond by providing others with attention and respect

Curriculum Plan

UNIT 2: Good Touch/Bad Touch, Stranger Awareness

Time Range in Days: 5 Lessons @ 30 min per lesson

Standard(s): PA Core Standards
ASCA National Standards

Standards Addressed:

PA Core Standards

CC.1.4.3C, CC1.4.3H, CC.1.4.3W, CC1.4.4W (content: writing)

CC1.5.3A, CC1.5.3C, CC1.5.5A (speaking & listening)

ASCA National Standards

A:A1, A:A1.1,A:A1.2, A:A1.3 , A:A1.4 , A:A1.5

A:A2.3

A:A3 ,A:A3.1,A:A3.2 ,A:A3.3 ,A:A3.4 ,A:A3.5

A:B1.4, A.B.1.7

C:A1.3. ,C:A1.4, C:A1.5, C:A1.6, C:A1.7, C:A1.8, C:A1.9

C:A2.4, C:A2.5, C:A2.7, C:A2.8

PS:A1.1, PS:A1.2, PS:A1.5, PS:A1.6, PS:A1.7, PS:A1.8, PS:A1.9, PS:A1.10

PS:A2.1, PS:A2.2, PS:A2.3, PS:A2.4, PS:A2.6, PS:A2.7, PS:A2.8

PS:B1.2, PS:B1.3, PS:B1.4, PS:B1.5, PS:B1.6, PS:B1.7, PS:B1.8

PS:C1.3, PS:C1.4, PS:C1.5, PS:C1.6, PS:C1.7, PS:C1.9, PS:C1.10

Anchor(s):

Overview: Good Touch/Bad Touch, Stranger Awareness

Focus Question(s):

- 1 What are safe responses to a stranger?
- 2 What are appropriate responses to someone who makes you uncomfortable?
- 3 Who do you talk to when you have a concern?

Goals:

Students will use oral skills, physical responses and writing skills to express their understanding of Good Touch/Bad Touch, Stranger Awareness, and personal safety rules.

Students will use oral and physical responses (thumbs up/ thumbs down) to demonstrate understanding the topic.

Students will use oral responses to demonstrate appropriate responses to anger.

DELAWARE VALLEY SCHOOL DISTRICT

Objectives:

Lesson 1 (Good/Bad Touch Film)

Students will use oral skills and physical responses to express their understanding of appropriate ways to deal with (1) taking care of your body, (2) when to say No to an adult, and (3) who to talk to when you have a concern.

DOK 4: Students will critique, synthesize, and apply concepts.

Lesson 2 (Stranger Awareness Discussion and handouts)

Students will use oral skills and written or illustrated responses to express their understanding of appropriate responses to strangers.

DOK 4: Students will critique, synthesize, and apply concepts.

Lesson 3 (Film “Be Alert Bert: A Stranger Day”)

Students will use oral skills and physical responses to express their understanding of appropriate ways to deal with (1) taking care of your body, (2) when to say No to an adult, and (3) who to talk to when you have a concern.

DOK 4: Students will critique, synthesize, and apply concepts.

Lesson 4 – (Film Berenstain Bears: Learn About Strangers)

Students will use oral skills and illustrated responses to demonstrate knowledge of appropriate ways of dealing with strangers and being safe.

DOK 4: Students will critique, synthesize, and apply concepts.

Lesson 5 (Timothy Mouse)

Students will use writing, listening, and speaking skills to demonstrate knowledge of appropriate ways of dealing with strangers.

DOK 4: Students will critique, synthesize, and apply concepts.

Core Activities and Corresponding Instructional Methods:

Lesson 1 Film Good Touch/bad Touch Children will listen and observe as the film depicts how a touch can feel good or bad. Children will identify the area a bathing suit covers is private. Children will learn it is OK to express when a touch is uncomfortable in all situations. Students learn to ask an adult they trust in all situations; especially potentially unsafe situations such as bad touches.

Lesson 2 Handouts: Students will discuss with the counselor what they feel when looking at the handout. Students will identify safe and unsafe situations from the pictures presented.

Lesson 3 Film Be Alert Bert: A Stranger Day. Students will understand who a stranger is and relate to different situations where strangers may approach children. The children will be

DELAWARE VALLEY SCHOOL DISTRICT

taught not to fear strangers but to be aware of strangers and what not to do when approached by a stranger.

Lesson 4 Film Berenstain Bears: Learn About Strangers. Students will understand who a stranger is, and that each person is an individual. You cannot judge someone from the way they look. The children will be taught not to fear strangers but to ask an adult they trust in all situations with strangers.

Lesson 5 Handout: Timothy Mouse says, If You Don't Know Don't Go" Students will color the picture and talk about some of the rules they have learned over the last 5 weeks. Students will use writing skills to demonstrate awareness of the topic as they complete work page and copy safety rules from chalkboard. Counselor will discuss answers with the children.

Assessments:

Diagnostic: discussion to assess prior knowledge

Formative: observations, on-going discussions, graphic organizers

Summative: student oral, written, and kinesthetic responses and student projects

Extensions: Students may take work home to continue projects not completed in class if interested. Students are encouraged to help other students make connections, apply concepts, and draw conclusions.

Correctives: Students may have help from classmates to complete activities. Students may have reduced writing requirements based on abilities.

Materials and Resources: Good/Bad Touch Film, Stranger Awareness handouts, Film "Be Alert Bert: A Stranger Day" Film" Berenstain Bears: Learn about Strangers.

UNIT 3: Knowing Oneself and Standing Up for Oneself

Big Idea # 1: Citizens show respect for others and act responsibly.

Essential Questions: Why do we always respect others?

Concepts: People do not always like or agree with each other, but they must act respectfully toward each other.

Competencies:

- Comply with established school routines and procedures.
- Demonstrate respect for property of self and others.

Big Idea # 2: Career choice and preparation are lifelong processes.

Essential Questions: When does my career journey begin?

Concepts:

- Uniqueness of individual interests.

Competencies:

- Identify personal interests and compare them with others.

DELAWARE VALLEY SCHOOL DISTRICT

Big Idea # 3: Writing is a recursive process that conveys ideas, thoughts, and feelings.

Essential Questions: What role does writing play in our lives?

Concepts: Focus, content, organization, style, and conventions work together to impact writing quality.

Competencies:

- Identify a specific audience and write about one topic (focus).
- Frame ideas for writing and identify appropriate topic-specific content that is supported by details. (content).
- Write a series of sentences or paragraphs that relate to the topic.

Big Idea #4: Effective speaking and listening are essential for productive communication.

Essential Questions: How does productive oral communication rely on speaking and listening?

Concepts: Purpose, context and audience influence the content and delivery in speaking situations.

Competencies: Interact effectively in discussions by staying on topic being credible by providing evidence and/or examples asking clarifying questions while striving for understanding building on the ideas of others engaging others to participate speaking with enthusiasm, confidence and appropriate body language while making eye contact pronouncing words clearly, carefully and loudly so others will hear, understand and be able to respond demonstrating courtesy when others respond by providing others with attention and respect.

Curriculum Plan

UNIT 3: Knowing Oneself and Standing Up for Oneself

Time Range in Days: 6 Lessons @ 30 min per lesson

Standard(s): PA Core Standards,
ASCA National Standards

Standards Addressed:

PA Core Standards

CC.1.4.3.B (focus: Writing)

CC.1.4.3C, CC1.4.3H, CC.1.4.3W, CC1.4.4W (content: writing)

CC1.5.3A, CC1.5.3C, CC1.5.5A (speaking & listening)

ASCA National Standards

A:A1, A:A1.1,A:A1.2, A:A1.3 , A:A1.4 , A:A1.5

A:A3 ,A:A3.1,A:A3.2 ,A:A3.3 ,A:A3.4 ,A:A3.5

C:A1.3. ,C:A1.4, C:A1.5, C:A1.6, C:A1.7, C:A1.8, C:A1.9

C:A2.4, C:A2.5, C:A2.7, C:A2.8

PS:A1.1, PS:A1.2, PS:A1.5, PS:A1.6, PS:A1.7, PS:A1.8, PS:A1.9, PS:A1.10

PS:A2.1, PS:A2.2, PS:A2.3, PS:A2.4, PS:A2.6, PS:A2.7, PS:A2.8

PS:B1.2, PS:B1.3, PS:B1.4, PS:B1.5, PS:B1.6, PS:B1.7, PS:B1.8

PS:C1.3, PS:C1.4, PS:C1.5, PS:C1.6, PS:C1.7, PS:C1.9, PS:C1.10

Anchor(s):

Overview: Belonging to a Social Group

Focus Question(s):

- 1 What are appropriate ways to stand up for myself?
- 2 How do I show tolerance for others?
- 3 Who do I talk to when I need help?

Goals:

Students will use speaking skill and writing skills to express their understanding of self-awareness and self-advocacy.

Students will use oral and physical responses (thumbs up/ thumbs down) to demonstrate understanding of the topic.

Students will use oral responses to demonstrate appropriate responses to social struggles.

DELAWARE VALLEY SCHOOL DISTRICT

Objectives:

Lesson 1 (Handout: "All About Me")

Students will use speaking skill and writing skills to express their understanding of self-awareness and self-advocacy.

DOK 3: Students will draw conclusions, cite evidence, compare.

Lesson 2 (Just Because I Am)

Students will use speaking and writing skills and create responses to express their understanding of tolerance toward themselves and others.

DOK 4: Students will critique, synthesize, and apply concepts.

Lesson 3 (Bully for You)

Students will use writing skills and create responses to express their understanding of appropriate responses to teasing and bullying.

DOK 4: Students will critique, synthesize, and apply concepts.

Lesson 4 (Sandcastle Hassle)

Students will use writing skills and create responses to express their understanding of tolerance and coping skills.

DOK 4: Students will critique, synthesize, and apply concepts.

Lesson 5 (When Emily Woke Up Angry") Students will use writing skills and create responses to express their understanding of tolerance and coping skills.

DOK 4: Students will critique, synthesize, and apply concepts.

Lesson 6 ("The Little Engine that Could") Students will use writing skills and create responses to express their understanding of tolerance and coping skills.

DOK 4: Students will critique, synthesize, and apply concepts.

Core Activities and Corresponding Instructional Methods:

Lesson 1-Handout: "All About Me" The Students will discuss with the counselor their personal preferences, abilities, and needs. The counselor will read the handout giving students opportunities to discuss questions. Students will describe how individuals are unique and special. Students will show respect for differences.

Lesson 2 Read the story "Just Because I Am" Children will learn by listening to the story of who they are and how they differ from each other. Children will learn to respect and appreciate differences.

Lesson 3 Be Proactive, Do the right thing, do not blame others. During the show students indicate if the characters are following the topics with thumbs up for yes, thumbs down for no. DVD Bully for You: Dragon Tales. Students will watch the film and show an awareness of personality differences and different ways of dealing with feelings. Students will retell how the character from the story asked for help from peers and a trusted adult. (Coping skills).

DELAWARE VALLEY SCHOOL DISTRICT

Lesson 4 -DVD Sandcastle Hassle: Dragon Tales Students will watch the film and show an awareness of personality differences and different ways of dealing with feelings. Students will retell how the characters from the story asked for help from peers and a trusted adult to deal with differences and confrontations with peers. (Coping skills). Be Proactive, Do the right thing, do not blame others. During the show students indicate if the characters are following the topic with thumbs up for yes, thumbs down for no.

Lesson 5 -Read the story “When Emily Woke up Angry” Read and discuss the story. Children will learn to relate and show a basic understanding of the feeling of anger. Children will learn about problem solving as the story describes the many things Emily tries to “get over” her anger. Students will use the handout to demonstrate one or more strategies that they are willing to try when they need to “get over” feeling angry. (Coping skills)-Be Proactive, Do the right thing, do not blame others. During the story students indicate if the characters are following the topic with thumbs up for yes, thumbs down for no.

Lesson 6 Be Proactive: The book/video “The Little Engine that could: by Watty Piper will illustrate the importance of being Proactive.

Assessments:

Diagnostic: discussion to assess prior knowledge

Formative: observations, on-going discussions, graphic organizers

Summative: student oral, written, and kinesthetic responses and student projects

Extensions: Students may take work home to continue projects not completed in class if interested. Students are encouraged to help other students make connections, apply concepts, and draw conclusions.

Correctives: Students may have help from classmates to complete activities. Students may have reduced writing requirements based on abilities.

Materials and Resources: Handout: “All About Me”, story “Just Because I Am”, DVD Bully for You, DVD Sandcastle Hassle, story “When Emily Woke up Angry “The Little Engine that Could,

UNIT 4: Career Awareness

Big Idea # 1: Citizens show respect for others and act responsibly.

Essential Questions: Why do we always respect others?

Concepts: People do not always like or agree with each other, but they must act respectfully toward each other.

Competencies:

- Comply with established school routines and procedures.
- Demonstrate respect for property of self and others

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Big Idea # 2: Career choice and preparation are lifelong processes.

Essential Questions: When does my career journey begin?

Concepts:

- Uniqueness of individual interests.

Competencies:

- Identify personal interests and compare them with others.

Big Idea # 3: Writing is a recursive process that convey's ideas, thoughts, and feelings.

Essential Questions: What role does writing play in our lives?

Concepts: Focus, content, organization, style, and conventions work together to impact writing quality

Competencies:

- Identify a specific audience and write about one topic (focus)
- Frame ideas for writing and identify appropriate topic-specific content that is supported by details. (content)
- Write a series of sentences or paragraphs that relate to the topic.

Big Idea #4: Effective speaking and listening are essential for productive communication.

Essential Questions: How does productive oral communication rely on speaking and listening?

Concepts: Purpose, context and audience influence the content and delivery in speaking situations

Competencies: Interact effectively in discussions by staying on topic being credible by providing evidence and/or examples asking clarifying questions while striving for understanding building on the ideas of others engaging others to participate speaking with enthusiasm, confidence and appropriate body language while making eye contact pronouncing words clearly, carefully and loudly so others will hear, understand and be able to respond demonstrating courtesy when others respond by providing others with attention and respect.

DELAWARE VALLEY SCHOOL DISTRICT

Curriculum Plan

UNIT 4: Career Awareness

Time Range in Days: 4 Lessons @ 30 min per lesson

Standard(s): PA Core Standards,
ASCA National Standards

Standards Addressed:

PA Core Standards,

CC.1.4.3.B (focus: Writing)

CC.1.4.3C, CC1.4.3H, CC.1.4.3W, CC1.4.4W (content: writing)

CC1.5.3A, CC1.5.3C, CC1.5.5A (speaking & listening)

ASCA National Standards

A:A1, A:A1.1,A:A1.2, A:A1.3 , A:A1.4 , A:A1.5

A:A3 ,A:A3.1,A:A3.2 ,A:A3.3 ,A:A3.4 ,A:A3.5

C:A1.3. ,C:A1.4, C:A1.5, C:A1.6, C:A1.7, C:A1.8, C:A1.9

C:A2.4, C:A2.5, C:A2.7, C:A2.8

PS:A1.1, PS:A1.2, PS:A1.5, PS:A1.6, PS:A1.7, PS:A1.8, PS:A1.9, PS:A1.10

PS:A2.1, PS:A2.2, PS:A2.3, PS:A2.4, PS:A2.6, PS:A2.7, PS:A2.8

PS:B1.2, PS:B1.3, PS:B1.4, PS:B1.5, PS:B1.6, PS:B1.7, PS:B1.8

PS:C1.3, PS:C1.4, PS:C1.5, PS:C1.6, PS:C1.7, PS:C1.9, PS:C1.10

Anchor(s):

Overview: Career Awareness

Focus Question(s):

- 1 What are appropriate ways to prepare for a career?
- 2 What are the many career opportunities?

Goals:

Students will use oral and physical responses (thumbs up/ thumbs down) to demonstrate understanding of the topic.

Students will use oral and illustrated responses to demonstrate appropriate responses preparing for a career.

Objectives:

Lesson 1 (Clifford's Family)

Counselor leads discussion with students to brainstorm career opportunities.

DOK 3: Students will draw conclusions, cite evidence, compare.

Lesson 2 (Clifford Gets A Job)

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The story will help students expand their repertoire of career choices.

DOK 3: Students will draw conclusions, cite evidence, compare.

Lesson 3 (When I Grow Up)

Counselor will lead students to 1. explore how people prepare for careers, 2. explain why education and training plans are what is learned in the classroom.

DOK 3: Students will draw conclusions, cite evidence, compare.

Lesson 4 (Click Clack Moo)

Audio/visual presentations will help students expand their repertoire of career choices.

DOK 4: Students will critique, synthesize, and apply concepts.

Core Activities and Corresponding Instructional Methods:

Lesson 1 Read the story “Clifford’s Family” Students will learn an appreciation of different types of jobs that people do. The students will also learn that people rely on other people for such things as food, homes, transportation. Explore how people prepare for careers. Explain why education and training plans what is learned in the classroom. Students will use writing skills to complete graphic organizer.

Lesson 2 Students will identify with careers that are associated with parents, guardians, school staff and other identifiable individuals. Read the story “Clifford Gets A Job.” Students will learn an appreciation of different types of jobs that people do. The students will also learn that people rely on other people for such things as food, homes, transportation. Explore how people prepare for careers. Explain why education and training plans what is learned in the classroom. Students will use writing skills to complete graphic organizer.

Lesson 3 The counselor will read the story “When I Grow Up”

The counselor will bring attention to the students so that they will learn to broaden their understanding of job choices. The counselor will use questioning during the story to teach the students that everyone is unique and special.

Lesson 4—Begin with the End in Mind: The book/video “Click Clack Cows that Moo by Doreen Cronin will illustrate the importance of being goal oriented with a finished product in mind.

Assessments:

Diagnostic: discussion to assess prior knowledge

Formative: observations, on-going discussions, graphic organizers

Summative: student oral, written and kinesthetic responses and student projects

DELAWARE VALLEY SCHOOL DISTRICT

Extensions: Students may take work home to continue projects not completed in class if interested. Students are encouraged to help other students make connections, apply concepts, and draw conclusions.

Correctives: Students may have help from classmates to complete activities. Students may have reduced verbal and writing requirements based on abilities.

Materials and Resources: Chalkboard, whiteboard or smart board for presentation, Career work pages, books: "Clifford's Family ", "Clifford Gets A Job", "When I Grow Up", Career DVD, book/video "Click Clack Cows that Moo

DELAWARE VALLEY SCHOOL DISTRICT

Planned Instruction

Title of Planned Instruction: Guidance Curriculum

Subject Area: Guidance

Grade(s): First Grade

Course Description: Students attend Guidance classes to learn Self-awareness, Human Personality, Dealing with Death, Positive Attitudes and Emotions, Dealing with Anger, Socialization and Anti-Bullying, Stranger Awareness, Career Awareness (including preparing for careers through education).

Time/Credit for the Course: 5 Units/2 Semesters or bi-weekly/ up to 19 lessons @ 30 min. each

Curriculum Writing Committee: Virginia Kim

DELAWARE VALLEY SCHOOL DISTRICT

Curriculum Map

- 1 Unit One -Overview with time range in days:** Decision Making
3 Lessons @ 30 min per lesson

Unit One -Goals:

Students will use writing skills to express their understanding of decision making.
Students will use oral and physical responses (thumbs up/ thumbs down) to demonstrate understanding of the topic.

Students will use oral and physical responses (thumbs up/ thumbs down) to demonstrate understanding of safe choices regarding dealing with strangers.

Understanding of: Decision Making

- 2 Unit Two -Overview with time range in days:** Safety
3 Lessons @ 30 min per lesson

Unit Two -Goals:

Students will use speaking skills to express their understanding of safety rules.

Students will use illustrations to express their understanding of safety rules.

Students will use oral and physical responses (thumbs up/ thumbs down) to demonstrate understanding of the topic.

Understanding of: Safety

- 3 Unit Three –Overview with time range in days:** Manners
4 Lessons @ 30 min per lesson

Marking Period Four -Goals:

Students will use writing skills and illustrations to express their understanding of manners.

Students will use oral skills to demonstrate understanding manners.

- 4 Unit Four –Overview with time range in days:** Understanding Feelings and Friends
5 Lessons @ 30 min per lesson

Marking Period Four -Goals:

Students will use written and oral language to demonstrate understanding of emotions and social skills, dealing with friends.

Students will use oral and writing skills to demonstrate tolerance for others.

Understanding of: Understanding Feelings and Friends

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- 5 **Unit Five –Overview with time range in days:** Career Awareness
4 Lessons @ 30 min per lesson

Marking Period Four -Goals:

Students will use oral skills to demonstrate understanding of the topic-Setting Goals as this applies to career awareness.

Students will use written and oral language to demonstrate understanding of career preparation through education.

Students will use oral and writing skills to demonstrate knowledge of various career choices- students will expand their knowledge of careers choices available.

Understanding of: Career Awareness

UNIT 1: Decision Making

Big Idea # 1: Citizens show respect for others and act responsibly.

Essential Questions: Why do we always respect others?

Concepts: People do not always like or agree with each other, but they must act respectfully toward each other.

Competencies:

- Comply with established school routines and procedures.
- Demonstrate respect for the property of self and others.

Big Idea # 2: Career choice and preparation are lifelong processes.

Essential Questions: When does my career journey begin?

Concepts:

- Uniqueness of individual interests.

Competencies:

- Identify personal interests and compare them with others.

Big Idea # 3: Writing is a recursive process that conveys ideas, thoughts, and feelings.

Essential Questions: What role does writing play in our lives?

Concepts: Focus, content, organization, style, and conventions work together to impact writing quality

Competencies:

- Identify a specific audience and write about one topic (focus)
- Frame ideas for writing and identify appropriate topic-specific content that is supported by details. (content)
- Write a series of sentences or paragraphs that relate to the topic.

Big Idea #4: Effective speaking and listening are essential for productive communication.

Essential Questions: How does productive oral communication rely on speaking and listening?

Concepts: Purpose, context and audience influence the content and delivery in speaking situations

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Competencies: Interact effectively in discussions by staying on topic being credible by providing evidence and/or examples asking clarifying questions while striving for understanding building on the ideas of others engaging others to participate speaking with enthusiasm, confidence and appropriate body language while making eye contact pronouncing words clearly, carefully and loudly so others will hear, understand and be able to respond demonstrating courtesy when others respond by providing others with attention and respect

DELAWARE VALLEY SCHOOL DISTRICT

Curriculum Plan

UNIT 1: Decision Making

Time Range in Days: 3 Lessons @ 30 min per lesson

Standard(s): PA Core Standards
ASCA National Standards

Standards Addressed:

PA Core Standards

CC.1.4.3.B (focus: writing)

CC.1.4.3C, CC1.4.3H, CC.1.4.3W, CC1.4.4W (content: writing)

CC1.4.3B, CC1.4.3C, CC1.4.3H, CC1.4.3W (sentences/paragraph: writing)

CC1.5.3A, CC1.5.3C, CC1.5.5A (speaking & listening)

ASCA National Standards

A:A1, A:A1.1,A:A1.2, A:A1.3 , A:A1.4 , A:A1.5

A:A3 ,A:A3.1,A:A3.2 ,A:A3.3 ,A:A3.4 ,A:A3.5

C:A1.3. ,C:A1.4, C:A1.5, C:A1.6, C:A1.7, C:A1.8, C:A1.9

C:A2.4, C:A2.5, C:A2.7, C:A2.8

PS:A1.1, PS:A1.2, PS:A1.5, PS:A1.6, PS:A1.7, PS:A1.8, PS:A1.9, PS:A1.10

PS:A2.1, PS:A2.2, PS:A2.3, PS:A2.4, PS:A2.6, PS:A2.7, PS:A2.8

PS:B1.2, PS:B1.3, PS:B1.4, PS:B1.5, PS:B1.6, PS:B1.7, PS:B1.8

PS:C1.3, PS:C1.4, PS:C1.5, PS:C1.6, PS:C1.7, PS:C1.9, PS:C1.10

Anchor(s):

Overview: Decision Making

Focus Question(s):

- 1 What are strategies that one can use for making decisions?
- 2 What are good choices (decision making) for dealing with strangers?
- 3 What are appropriate responses to death and feelings associated with death of someone or a pet?

Goals:

Students will use writing skills to create diagrams, graphic organizers and sentences to express their understanding of decision making.

Students will use oral and physical responses (thumbs up/ thumbs down) to demonstrate understanding of the topic.

Students will use oral responses to demonstrate appropriate responses to death.

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Objectives:

Lesson 1 (Sharing Time Troubles)

Students will discuss the importance of the words involved and how they relate to others.

DOK 3: Students will draw conclusions, cite evidence, compare.

Lesson 2 (Good Touch, Bad Touch Video)

Students will use oral skills to express their understanding of strategies to use for talking to a trusted adult.

DOK 1: Students will define, identify, list and recite.

Lesson 3 (A Friend for Dragon)

Students will use physical actions (up or down) to demonstrate understanding of decision making and appropriate responses dealing with death.

DOK 4: Students will critique, synthesize and apply concepts.

Core Activities and Corresponding Instructional Methods:

Lesson 1 Read the story, Sharing Time Troubles to the students. Discuss with the students the importance of sharing their troubles with other people or classmates. Do the word search with the children and discuss the importance of the words involved and how they relate to everyone.

Lesson 2 Good Touch, Bad Touch Video. Counselor shows this video as a repeat from kindergarten to review this important concept and emphasize the need to talk to an adult student's trust.

Lesson 3 Read aloud book: A Friend for Dragon, by David Pilkey.

During the story students will be helping decide if the characters are using the topic: Do the right thing even when no one is looking. Students will demonstrate thumbs up or down when counselor indicates; (i.e.: pause when snake tells a lie, pause when Dragon shares).

The counselor will lead students to discuss Proactive behaviors from the story: "never giving up", "seeking help from others" and "knowing how to say good-bye with hope for the future

Assessments:

Diagnostic: discussion to assess prior knowledge

Formative: observations, on-going discussions, graphic organizers

Summative: student oral, written, and kinesthetic responses and student projects

Extensions: Students may take work home to continue projects not completed in class if interested. Students are encouraged to help other students make connections, apply concepts, and draw conclusions.

Correctives: Students may have help from classmates to complete activities. Students may have reduced writing requirements based on abilities.

Materials and Resources: Sharing Time Troubles, Good Touch VHS, A Friend for Dragon

DELAWARE VALLEY SCHOOL DISTRICT

UNIT 2: Safety

Big Idea # 1: Citizens show respect for others and act responsibly.

Essential Questions: Why do we always respect others?

Concepts: People do not always like or agree with each other, but they must act respectfully toward each other.

Competencies:

- Comply with established school routines and procedures.
- Demonstrate respect for the property of self and others.

Big Idea # 2: Career choice and preparation are lifelong processes.

Essential Questions: When does my career journey begin?

Concepts:

- Uniqueness of individual interests.

Competencies:

- Identify personal interests and compare them with others.

Big Idea # 3: Writing is a recursive process that conveys ideas, thoughts, and feelings.

Essential Questions: What role does writing play in our lives?

Concepts: Focus, content, organization, style, and conventions work together to impact writing quality

Competencies:

- Identify a specific audience and write about one topic (focus)
- Frame ideas for writing and identify appropriate topic-specific content that is supported by details. (content)
- Write a series of sentences or paragraphs that relate to the topic.

Big Idea #4: Effective speaking and listening are essential for productive communication.

Essential Questions: How does productive oral communication rely on speaking and listening?

Concepts: Purpose, context and audience influence the content and delivery in speaking situations

Competencies: Interact effectively in discussions by staying on topic being credible by providing evidence and/or examples asking clarifying questions while striving for understanding building on the ideas of others engaging others to participate speaking with enthusiasm, confidence and appropriate body language while making eye contact pronouncing words clearly, carefully and loudly so others will hear, understand and be able to respond demonstrating courtesy when others respond by providing others with attention and respect.

DELAWARE VALLEY SCHOOL DISTRICT

Curriculum Plan

UNIT 2: Safety

Time Range in Days: 4 Lessons @ 30 min per lesson

Standard(s): PA Core Standards,
ASCA National Standards

Standards Addressed:

PA Core Standards, PA Academic Standards

CC.1.4.3.B (focus: Writing)

CC.1.4.3C, CC1.4.3H, CC.1.4.3W, CC1.4.4W (content: writing)

CC1.4.3B, CC1.4.3C, CC1.4.3H, CC1.4.3W (sentences/paragraph: writing)

CC1.5.3A, CC1.5.3C, CC1.5.5A (speaking & listening)

ASCA National Standards

A:A1, A:A1.1,A:A1.2, A:A1.3 , A:A1.4 , A:A1.5

A:A2.3

A:A3 ,A:A3.1,A:A3.2 ,A:A3.3 ,A:A3.4 ,A:A3.5

A:B1.4, A.B.1.7

C:A1.3. ,C:A1.4, C:A1.5, C:A1.6, C:A1.7, C:A1.8, C:A1.9

C:A2.4, C:A2.5, C:A2.7, C:A2.8

PS:A1.1, PS:A1.2, PS:A1.5, PS:A1.6, PS:A1.7, PS:A1.8, PS:A1.9, PS:A1.10

PS:A2.1, PS:A2.2, PS:A2.3, PS:A2.4, PS:A2.6, PS:A2.7, PS:A2.8

PS:B1.2, PS:B1.3, PS:B1.4, PS:B1.5, PS:B1.6, PS:B1.7, PS:B1.8

PS:C1.3, PS:C1.4, PS:C1.5, PS:C1.6, PS:C1.7, PS:C1.9, PS:C1.10

Anchor(s):

Overview: Positive Attitudes and Emotions

Focus Question(s):

- 1 What are safety rules to live by? Playground safety, outdoor safety, bus safety.
- 2 What is the meaning of: Be Proactive?

Goals:

Students will use physical gestures (up or down) to express their understanding of appropriate safety choices.

Students will use written and illustrated responses to demonstrate their understanding of safety rules.

Students will use written, oral, and physical responses (thumbs up/ thumbs down) to demonstrate understanding of the topic and how to apply this to safety.

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Students will use oral responses to demonstrate appropriate responses to resolving human conflict.

Objectives:

Lesson 1 (outdoor safety)

Students will use oral and writing skills to express their understanding of safety rules.

DOK 4: Students will critique, synthesize, and apply concepts.

Lesson 2 (Safety-ville)

Students will use oral and writing skills to express their understanding of safety rules.

DOK 4: Students will critique, synthesize, and apply concepts.

Lesson 3 (Playground safety)

Students will use oral and writing skills to express their understanding of safety rules.

DOK 4: Students will critique, synthesize, and apply concepts.

Lesson 4 (Playground safety)

Students will use oral and writing skills to express their understanding of safety rules.

DOK 4: Students will critique, synthesize, and apply concepts.

Core Activities and Corresponding Instructional Methods:

Lesson 1: Introduce-Be Proactive: follow rules even when no one is looking. Why do we have rules- to be safe? Why follow rules even when no one is looking – to be safe and kind.

Read over the rules presented in the coloring book “Playground and Outdoor Safety Packet”. Discuss rules as a large group. Cross off illustrations that are unsafe. Allow students cooperative learning time to complete the coloring pages.

Lesson 2: Be Proactive: Follow rules even when no one is looking. We have rules to be safe. Why follow rules even when no one is looking – to be safe and kind.

Read over the rules presented in the coloring book “Safety Ville”. Discuss rules as a large group. Allow students cooperative learning time to complete the coloring pages.

Lesson 3: Before the video, introduce the concept of safety. Why we have rules – to keep from getting hurt. Why is it kind to be Proactive- other like it when we follow playground rules to enjoy the playground and for everyone to be safe? Do the right thing even when no one is looking.

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Students watch Video: Playground Safety which defines playground safety rules. This video also teaches that rules create a safe environment for everyone. The video also models how to handle dangerous objects and strangers on the playground by seeking help from an adult you trust.

Lesson 4 – Before the video, introduce the concept of safety. Why we have rules – to keep from getting hurt. Why is it kind to “Be Proactive”- others like it when we follow bus rules to enjoy the bus and for everyone to be safe? Do the right thing even when no one is looking.

Students watch Video: Bus Safety which defines bus safety rules. This video also teaches that rules create a safe environment for everyone.

Assessments:

Diagnostic: discussion to assess prior knowledge

Formative: observations, on-going discussions, graphic organizers

Summative: student oral, written, and kinesthetic responses and student projects

Extensions: Students may take work home to continue projects not completed in class if interested. Students are encouraged to help other students make connections, apply concepts, and draw conclusions.

Correctives: Students may have help from classmates to complete activities. Students may have reduced writing requirements based on abilities.

Materials and Resources: Coloring book “Playground and Outdoor Safety Packet,” coloring book “Safety Ville”, Video: Playground Safety, Video: Bus Safety

UNIT 3: Manners-

Big Idea # 1: Citizens show respect for others and act responsibly.

Essential Questions: Why do we always respect others?

Concepts: People do not always like or agree with each other, but they must act respectfully toward each other.

Competencies:

- Comply with established school routines and procedures.
- Demonstrate respect for the property of self and others.

Big Idea # 2: Career choice and preparation are lifelong processes.

Essential Questions: When does my career journey begin?

Concepts:

- Uniqueness of individual interests.

Competencies:

- Identify personal interests and compare them with others.

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Big Idea # 3: Writing is a recursive process that conveys ideas, thoughts, and feelings.

Essential Questions: What role does writing play in our lives?

Concepts: Focus, content, organization, style, and conventions work together to impact writing quality

Competencies:

- Identify a specific audience and write about one topic (focus)
- Frame ideas for writing and identify appropriate topic-specific content that is supported by details. (content)
- Write a series of sentences or paragraphs that relate to the topic.

Big Idea #4: Effective speaking and listening are essential for productive communication.

Essential Questions: How does productive oral communication rely on speaking and listening?

Concepts: Purpose, context and audience influence the content and delivery in speaking situations

Competencies: Interact effectively in discussions by staying on topic being credible by providing evidence and/or examples asking clarifying questions while striving for understanding building on the ideas of others engaging others to participate speaking with enthusiasm, confidence and appropriate body language while making eye contact pronouncing words clearly, carefully and loudly so others will hear, understand and be able to respond demonstrating courtesy when others respond by providing others with attention and respect

DELAWARE VALLEY SCHOOL DISTRICT

Curriculum Plan

UNIT 3 Manners

Time Range in Days: 4 Lessons @ 30 min per lesson

Standard(s): PA Core Standards
ASCA National Standards

Standards Addressed:

PA Core Standards

CC.1.4.3.B (focus: Writing)

CC.1.4.3C, CC1.4.3H, CC.1.4.3W, CC1.4.4W (content: writing)

CC1.5.3A, CC1.5.3C, CC1.5.5A (speaking & listening)

ASCA National Standards

A:A1, A:A1.1,A:A1.2, A:A1.3 , A:A1.4 , A:A1.5

A:A3 ,A:A3.1,A:A3.2 ,A:A3.3 ,A:A3.4 ,A:A3.5

C:A1.3. ,C:A1.4, C:A1.5, C:A1.6, C:A1.7, C:A1.8, C:A1.9

C:A2.4, C:A2.5, C:A2.7, C:A2.8

PS:A1.1, PS:A1.2, PS:A1.5, PS:A1.6, PS:A1.7, PS:A1.8, PS:A1.9, PS:A1.10

PS:A2.1, PS:A2.2, PS:A2.3, PS:A2.4, PS:A2.6, PS:A2.7, PS:A2.8

PS:B1.2, PS:B1.3, PS:B1.4, PS:B1.5, PS:B1.6, PS:B1.7, PS:B1.8

PS:C1.3, PS:C1.4, PS:C1.5, PS:C1.6, PS:C1.7, PS:C1.9, PS:C1.10

Anchor(s):

Overview: Manners

Focus Question(s):

1. What are appropriate ways to behave using manners?
2. What are classroom rules and why do we have rules?
3. What are courtesy words and when do we use them?

Goals:

Students will use oral skills and writing skills to express their understanding of appropriate ways to behave and use manners.

Students will use oral skills and writing skills to express their understanding of appropriate ways to behave and use courtesy words.

Objectives:

Lesson 1 After watching the video, “Marvelous Manners”, students talk about manners.

DOK 3: Students will draw conclusions, cite evidence, compare.

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Lesson 2 After reading the coloring book, “Teddy Bear Manners”, students talk about appropriate ways to behave using manners.

DOK 4: Students will critique, synthesize, and apply concepts.

Lesson 3 After watching the video, “Courteous in the classroom” students talk about appropriate ways to behave in the classroom and classroom rules.

DOK 4: Students will critique, synthesize, and apply concepts.

Lesson 4 After reading the story: “Clifford’s Manners,” students talk about appropriate ways to behave and proper use of courtesy words.

DOK 4: Students will critique, synthesize, and apply concepts.

Core Activities and Corresponding Instructional Methods:

Lesson 1 - Show the video: Marvelous Manners. During the film, pause to allow students to participate in the quiz which evaluates polite and rude actions. Review how what is learned in the classroom is important for everyone’s future. Disrupting the classroom takes away what students need to prepare for the future. Discuss how when others do not use manners it makes people feel.

Lesson 2 – Coloring book “Teddy Bear Manners”. Discuss rules for good manners as a large group. Direct students to write or copy sentences on the pages by modeling for students. (Example sentences: It is good manners to share. It is good manners to wait in line. Etc....) Then allow students cooperative learning time to complete the coloring pages.

Lesson 3 – Show the video: Courteous in the Classroom. After the film, allow students to discuss the good and bad actions of the children in the film. Reviewing what is learned in the classroom is important for everyone’s future. Disrupting the classroom takes away what students need to prepare for the future.

Lesson 4 - Read aloud Clifford’s Manners. The counselor will lead the discussion to teach students how to use courtesy words and good manners. Students will write social stories with courtesy words to help reinforce the learned concepts. Students will read the courtesy words on the top of the page. Students will make a story using both words with cartoons, pictures, and sentences; if able.

Assessments:

Diagnostic: discussion to assess prior knowledge

Formative: observations, on-going discussions, graphic organizers

Summative: student oral, written, and kinesthetic responses and student projects

Extensions: Students may take work home to continue projects not completed in class if interested. Students are encouraged to help other students make connections, apply concepts, and draw conclusions.

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Correctives: Students may have help from classmates to complete activities. Students may have reduced writing requirements based on abilities.

Materials and Resources: video: Marvelous Manners, Coloring book “Teddy Bear Manners”.
video: Courteous in the Classroom

UNIT 4: Feelings and Friends

Big Idea # 1: Citizens show respect for others and act responsibly.

Essential Questions: Why do we always respect others?

Concepts: People do not always like or agree with each other, but they must act respectfully toward each other.

Competencies:

- Comply with established school routines and procedures.
- Demonstrate respect for the property of self and others.

Big Idea # 2: Career choice and preparation are lifelong processes.

Essential Questions: When does my career journey begin?

Concepts:

- Uniqueness of individual interests.

Competencies:

- Identify personal interests and compare them with others.

Big Idea # 3: Writing is a recursive process that conveys ideas, thoughts, and feelings.

Essential Questions: What role does writing play in our lives?

Concepts: Focus, content, organization, style, and conventions work together to impact writing quality

Competencies:

- Identify a specific audience and write about one topic (focus)
- Frame ideas for writing and identify appropriate topic-specific content that is supported by details. (content)
- Write a series of sentences or paragraphs that relate to the topic.

Big Idea #4: Effective speaking and listening are essential for productive communication.

Essential Questions: How does productive oral communication rely on speaking and listening?

Concepts: Purpose, context and audience influence the content and delivery in speaking situations

Competencies: Interact effectively in discussions by staying on topic being credible by providing evidence and/or examples asking clarifying questions while striving for understanding building on the ideas of others engaging others to participate speaking with enthusiasm, confidence and appropriate body language while making eye contact pronouncing words clearly, carefully and loudly so others will hear, understand and be able to respond demonstrating courtesy when others respond by providing others with attention and respect.

DELAWARE VALLEY SCHOOL DISTRICT

Curriculum Plan

UNIT 4 : Feelings and Friends

Time Range in Days: 3 Lessons @ 30 min per lesson

Standard(s): PA Core Standards,
ASCA National Standards

Standards Addressed:

PA Core Standards , PA Academic Standards

CC.1.4.3.B (focus: Writing)

CC.1.4.3C, CC1.4.3H, CC.1.4.3W, CC1.4.4W (content: writing)

CC1.4.3B, CC1.4.3C, CC1.4.3H, CC1.4.3W (sentences/paragraph: writing)

CC1.5.3A, CC1.5.3C, CC1.5.5A (speaking & listening)

ASCA National Standards

A:A1, A:A1.1,A:A1.2, A:A1.3 , A:A1.4 , A:A1.5

A:A2.3

A:A3 ,A:A3.1,A:A3.2 ,A:A3.3 ,A:A3.4 ,A:A3.5

A:B1.4, A.B.1.7

C:A1.3. ,C:A1.4, C:A1.5, C:A1.6, C:A1.7, C:A1.8, C:A1.9

C:A2.4, C:A2.5, C:A2.7, C:A2.8

PS:A1.1, PS:A1.2, PS:A1.5, PS:A1.6, PS:A1.7, PS:A1.8, PS:A1.9, PS:A1.10

PS:A2.1, PS:A2.2, PS:A2.3, PS:A2.4, PS:A2.6, PS:A2.7, PS:A2.8

PS:B1.2, PS:B1.3, PS:B1.4, PS:B1.5, PS:B1.6, PS:B1.7, PS:B1.8

PS:C1.3, PS:C1.4, PS:C1.5, PS:C1.6, PS:C1.7, PS:C1.9, PS:C1.10

Anchor(s):

Overview: Positive Attitudes and Emotions

Focus Question(s):

1. What are friendship skills and coping skills?
2. When do I feel good about myself?
3. How do I show empathy and tolerance for others?

Goals:

Students will use physical gestures (up or down) to express their understanding of appropriate friendship skills.

Students will use written and illustrated responses to demonstrate understanding of positive self-concept: feeling good about self.

Students will use written, oral and physical responses (thumbs up/ thumbs down) to demonstrate understanding of empathy and tolerance for others.

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Objectives:

Lesson 1 (trouble with friends)

Students will use oral and word finding skills to express their understanding of appropriate friendship skills.

DOK 1: Students will define, identify, list, and recite.

Lesson 2 (Phenomenal Feelings/writing)

Students will use oral and writing skills to express their understanding of positive self-concept – feeling good about self.

DOK 4: Students will critique, synthesize, and apply concepts.

Lesson 3 (How to Deal with Friends)

Students will use oral and writing skills to express their understanding of how to deal with friends with empathy and tolerance.

DOK 4: Students will critique, synthesize, and apply concepts.

Core Activities and Corresponding Instructional Methods:

Lesson 1: Read aloud *The Trouble with Friends*: The counselor will lead class discussion to teach friendship skills and coping skills. *Feelings Find Word Search*: The counselor will guide students as they complete the word search and direct student's attention to the vocabulary terms and definitions. Students will use physical gestures (up or down) to express their understanding of appropriate friendship skills. Discuss the topic of conflict resolution to help the child understand the importance of self-worth.

Lesson 2: *The Me I'm Learning to Be*: The counselor will have children answer open-ended questions from self-awareness and value clarification "Phenomenal Feelings" present the 8 questions and direct the student to discuss when they feel best in different activities.

Lesson 3: The counselor will read aloud *How to Deal with Friends* and ask students to retell main events in the story. The counselor will use questioning to elicit empathy and tolerance from students in relationship to the behaviors in the story.

Assessments:

Diagnostic: discussion to assess prior knowledge

Formative: observations, on-going discussions, graphic organizers

Summative: student oral, written, and kinesthetic responses and student projects

Extensions: Students may take work home to continue projects not completed in class if interested. Students are encouraged to help other students make connections, apply concepts, and draw conclusions.

Correctives: Students may have help from classmates to complete activities. Students may have reduced writing requirements based on abilities.

Materials and Resources: Book "Trouble with Friends," work page "Phenomenal Feelings", book "How to Deal with Friends."

DELAWARE VALLEY SCHOOL DISTRICT

UNIT 5: Career Awareness

Big Idea # 1: Citizens show respect for others and act responsibly.

Essential Questions: Why do we always respect others?

Concepts: People do not always like or agree with each other, but they must act respectfully toward each other.

Competencies:

- Comply with established school routines and procedures.
- Demonstrate respect for the property of self and others.

Big Idea # 2: Career choice and preparation are lifelong processes.

Essential Questions: When does my career journey begin?

Concepts:

- Uniqueness of individual interests.

Competencies:

- Identify personal interests and compare them with others.

Big Idea # 3: Writing is a recursive process that conveys ideas, thoughts, and feelings.

Essential Questions: What role does writing play in our lives?

Concepts: Focus, content, organization, style, and conventions work together to impact writing quality

Competencies:

- Identify a specific audience and write about one topic (focus)
- Frame ideas for writing and identify appropriate topic-specific content that is supported by details. (content)
- Write a series of sentences or paragraphs that relate to the topic.

Big Idea #4: Effective speaking and listening are essential for productive communication.

Essential Questions: How does productive oral communication rely on speaking and listening?

Concepts: Purpose, context and audience influence the content and delivery in speaking situations

Competencies: Interact effectively in discussions by staying on topic being credible by providing evidence and/or examples asking clarifying questions while striving for understanding building on the ideas of others engaging others to participate speaking with enthusiasm, confidence and appropriate body language while making eye contact pronouncing words clearly, carefully and loudly so others will hear, understand and be able to respond demonstrating courtesy when others respond by providing others with attention and respect.

DELAWARE VALLEY SCHOOL DISTRICT

Curriculum Plan

UNIT 5: Career Awareness

Time Range in Days: 4 Lessons @ 30 min per lesson

Standard(s): PA Core Standards,
ASCA National Standards

Standards Addressed:

PA Core Standards,

CC.1.4.3.B (focus: Writing)

CC.1.4.3C, CC1.4.3H, CC.1.4.3W, CC1.4.4W (content: writing)

CC1.4.3B, CC1.4.3C, CC1.4.3H, CC1.4.3W (sentences/paragraph: writing)

CC1.5.3A, CC1.5.3C, CC1.5.5A (speaking & listening)

ASCA National Standards

A:A1, A:A1.1,A:A1.2, A:A1.3 , A:A1.4 , A:A1.5

A:A3 ,A:A3.1,A:A3.2 ,A:A3.3 ,A:A3.4 ,A:A3.5

C:A1.3. ,C:A1.4, C:A1.5, C:A1.6, C:A1.7, C:A1.8, C:A1.9

C:A2.4, C:A2.5, C:A2.7, C:A2.8

PS:A1.1, PS:A1.2, PS:A1.5, PS:A1.6, PS:A1.7, PS:A1.8, PS:A1.9, PS:A1.10

PS:A2.1, PS:A2.2, PS:A2.3, PS:A2.4, PS:A2.6, PS:A2.7, PS:A2.8

PS:B1.2, PS:B1.3, PS:B1.4, PS:B1.5, PS:B1.6, PS:B1.7, PS:B1.8

PS:C1.3, PS:C1.4, PS:C1.5, PS:C1.6, PS:C1.7, PS:C1.9, PS:C1.10

Anchor(s):

Overview: Career Awareness

Focus Question(s):

1. What are appropriate ways to prepare for a career?

Goals:

Students will demonstrate their understanding of various career opportunities that exist including careers in science, lifesaving, and community workers by using verbal and physical responses.

Students will use written, oral, and physical responses (thumbs up/ thumbs down) to demonstrate understanding of the topic and how to apply this to career awareness.

Students will use oral responses to demonstrate appropriate responses preparing for a career.

DELAWARE VALLEY SCHOOL DISTRICT

Objectives:

- 1 Lesson 1** (Busy People)
Counselor leads discussion with students to brainstorm career opportunities. Students will use oral skills to describe planning ahead and career setting.
DOK 3: Students will draw conclusions, cite evidence, compare.
- 2 Lesson 2** (Scientist)
Counselor leads discussion with students to brainstorm career opportunities in the science field. Students relate this information to their knowledge of: Begin with an End in Mind.
DOK 3: Students will draw conclusions, cite evidence, compare.
- 3 Lesson 3** (Heroes)
Counselor leads discussion with students to brainstorm career opportunities that help rescue people. Students relate this information to their knowledge of: Begin with an End in Mind.
DOK 3: Students will draw conclusions, cite evidence, compare.
- 4 Lesson 5** (Click clack Moo) Students relate this information to their: Begin with an End in Mind.
DOK 4: Students will make connection and apply concepts.

Core Activities and Corresponding Instructional Methods:

Lesson 1 (Career)

Week 1 - Read the book Busy People. The counselor will introduce: Plan-Ahead and Set Goals. Students will answer questions to show understanding of planning ahead and goal setting. The counselor will elicit student responses that provide examples of how children prepare to be grown-ups (learn to drive a car, graduate from HS, go to college, get a job). The counselor will read the handout to the children providing an emphasis on individual differences and uniqueness. The counselor will provide time for student responses and questions.

Lesson 2 (Science Career)

Week 2 – The counselor will introduce the term Scientist. “Did you know that some people grow up and become Scientists?” Counselors will elicit student responses for students to share prior knowledge with the term scientist. Plan-Ahead and Set Goals. The counselor will elicit student responses that provide examples of how someone would prepare to be a scientist. (School, read, internet). Watch the video showing fun science experiments.

Lesson 3 (goal setting)

Week 3 – Counselor will ask students if they believe in Heroes. Allow all responses that are appropriate. Explain how heroes can come in many forms – not all heroes wear a cape and fly. The counselor will explain that this video will show other career choices of people who save lives every day. Elicit student responses that show prior knowledge of careers that save lives (doctor, police, firefighter).

DELAWARE VALLEY SCHOOL DISTRICT

Ask students to raise their hand if they would like to become a hero and save lives. Ask students to explain how someone could become a hero like a doctor, firefighter, or police officer. How can someone plan ahead to become a hero? (School, training). Play the video: Firefighters and other Life-Saving Heroes DVD.

Lesson 4 (goal setting)

Begin with the End in Mind: The book/video “Click Clack Cows that Moo”, by Doreen Cronin will illustrate the importance of being goal oriented with a finished product in mind.

Assessments:

Diagnostic: discussion to assess prior knowledge

Formative: observations, on-going discussions, graphic organizers

Summative: student oral, written, and kinesthetic responses and student projects

Extensions: Students may take work home to continue projects not completed in class if interested. Students are encouraged to help other students make connections, apply concepts, and draw conclusions.

Correctives: Students may have help from classmates to complete activities. Students may have reduced verbal and writing requirements based on abilities.

Materials and Resources: Chalkboard, whiteboard or smart board for presentation, Graphic organizer, essay paper, goal setting packet, shoe fits page, job application information page, Project directions and paper for Fortune Teller career project, Career work pages, Career DVDs (Radical Rockets, Needs Vs Wants, Production Workers)

DELAWARE VALLEY SCHOOL DISTRICT

Guidance Curriculum

Subject Area: Guidance

Grade(s): Second Grade

Course Description: Students attend Guidance classes to learn communication and listening skills, self-awareness, Career Awareness (including preparing for careers through education),

Time/Credit for the Course: 4 Units/2 Semesters or bi-weekly/ up to 19 lessons @ 30 min. each

Curriculum Writing Committee: Virginia Kim

DELAWARE VALLEY SCHOOL DISTRICT

Curriculum Map

1. Unit One -Overview with time range in days: Learning About Myself

4 Lessons @ 30 min per lesson

Unit One -Goals:

Students will use writing skills to express their understanding of self-awareness.

Students will use writing skills to complete work pages and definitions.

Students will use written and oral responses to demonstrate their understanding of the topic.

Understanding of: Learning About Myself

2. Unit Two -Overview with time range in days: Self Care

5 Lessons @ 30 min per lesson

Unit Two -Goals:

Students will use writing skills to express their understanding of Self Care and how self-awareness will improve their lives.

Students will use written and oral responses to demonstrate understanding of the topic and how this demonstrates self-care.

Understanding of: Self care

3. Unit Three -Overview with time range in days: Tolerance

6 Lessons @ 30 min per lesson

Unit Three –Goals:

Students will use written and oral skills to demonstrate understanding of the topic as this relates to career awareness.

Students will use written and oral language to demonstrate understanding of career preparation through education.

Students will use oral and writing skills to demonstrate knowledge of various career choices- students will expand their knowledge of careers choices available.

Understanding of: Tolerance

4. Unit Four -Overview with time range in days: Career

4 Lessons @ 30 min per lesson

Unit Four –Goals:

Students will use written and oral skills to demonstrate understanding of the topic as this relates to career awareness.

DELAWARE VALLEY SCHOOL DISTRICT

Students will use written and oral language to demonstrate understanding of career preparation through education.

Students will use oral and writing skills to demonstrate knowledge of various career choices- students will expand their knowledge of careers choices available.

Understanding of: Career

UNIT 1: Learning About Myself: Uniqueness

Big Idea # 1: Citizens show respect for others and act responsibly.

Essential Questions: Why do we always respect others?

Concepts: People do not always like or agree with each other, but they must act respectfully toward each other.

Competencies:

- Comply with established school routines and procedures.
- Demonstrate respect for the property of self and others.

Big Idea # 2: Career choice and preparation are lifelong processes.

Essential Questions: When does my career journey begin?

Concepts:

- Uniqueness of individual interests.

Competencies:

- Identify personal interests and compare them with others.

Big Idea # 3: Writing is a recursive process that conveys ideas, thoughts, and feelings.

Essential Questions: What role does writing play in our lives?

Concepts: Focus, content, organization, style, and conventions work together to impact writing quality

Competencies:

- Identify a specific audience and write about one topic (focus)
- Frame ideas for writing and identify appropriate topic-specific content that is supported by details. (content)
- Write a series of sentences or paragraphs that relate to the topic.

Big Idea #4: Effective speaking and listening are essential for productive communication.

Essential Questions: How does productive oral communication rely on speaking and listening?

Concepts: Purpose, context and audience influence the content and delivery in speaking situations

Competencies: Interact effectively in discussions by staying on topic being credible by providing evidence and/or examples asking clarifying questions while striving for understanding building on the ideas of others engaging others to participate speaking with enthusiasm, confidence and appropriate body language while making eye contact pronouncing words clearly, carefully and loudly so others will hear, understand and be able to respond demonstrating courtesy when others respond by providing others with attention and respect.

DELAWARE VALLEY SCHOOL DISTRICT

Curriculum Plan

UNIT 1: Learning About Myself: Unique **Time Range in Days:** 4 Lessons @ 30 min per lesson

Standard(s): PA Core Standards
ASCA National Standards

Standards Addressed:

PA Core Standards

CC.1.4.3.B (focus: Writing)

CC.1.4.3C, CC1.4.3H, CC.1.4.3W, CC1.4.4W (content: writing)

CC1.4.3B, CC1.4.3C, CC1.4.3H, CC1.4.3W (sentences/paragraph: writing)

CC1.5.3A, CC1.5.3C, CC1.5.5A (speaking & listening)

ASCA National Standards

A:A1, A:A1.1,A:A1.2, A:A1.3 , A:A1.4 , A:A1.5

A:A3 ,A:A3.1,A:A3.2 ,A:A3.3 ,A:A3.4 ,A:A3.5

C:A1.3. ,C:A1.4, C:A1.5, C:A1.6, C:A1.7, C:A1.8, C:A1.9

C:A2.4, C:A2.5, C:A2.7, C:A2.8

PS:A1.1, PS:A1.2, PS:A1.5, PS:A1.6, PS:A1.7, PS:A1.8, PS:A1.9, PS:A1.10

PS:A2.1, PS:A2.2, PS:A2.3, PS:A2.4, PS:A2.6, PS:A2.7, PS:A2.8

PS:B1.2, PS:B1.3, PS:B1.4, PS:B1.5, PS:B1.6, PS:B1.7, PS:B1.8

PS:C1.3, PS:C1.4, PS:C1.5, PS:C1.6, PS:C1.7, PS:C1.9, PS:C1.10

Anchor(s):

Overview: Learning About Myself: Unique

Focus Question(s):

1. What makes each person unique?
2. Why is it valuable to learn about myself?

Goals:

Students will use written and oral skills to express their understanding of self-awareness.

Students will use oral and written responses to demonstrate understanding of the topic.

Objectives:

Lesson 1 (Learning About Myself: Unique)

Students will use oral and writing skills to express their understanding of self-awareness.

Students will learn about self-control and strategies when faced with a trigger. Explore ways to cope with situations.

DOK 3: Students will draw conclusions, cite evidence, compare.

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Lesson 2 (Knowing Myself Packet/writing)

Students will use writing skills to express their understanding of self-awareness.

DOK 3: Students will draw conclusions, cite evidence, compare.

Lesson 3 (Knowing Myself Friendship Packet)

Students will use oral responses and writing skills to express their understanding of self-awareness and how it applies to friendships.

DOK 2: Students will organize, classify, identify patterns, construct.

Lesson 4 (Facts About Me Book)

Students will use oral responses and writing skills to express their understanding of self-awareness.

DOK 2: Students will organize, classify, identify patterns, construct.

Core Activities and Corresponding Instructional Methods:

Week 1 - Students will be introduced to the concept of self-awareness, through the term “unique” and its definition, one-of-a-kind. Terms will be written on the board and discussion to follow. A pertinent activity sheet will be distributed. Students will use writing skills to complete.

Lesson 2 - The counselor will review the term “unique” from last week and continue the discussion with supplemental vocabulary such as “special” “different” and “myself”.

Be Proactive: Do the right thing. Elicit student responses to provide examples of self-awareness: things that they do that are proactive. (Sharing, taking turns, being a good listener). Reinforce that these actions help make each person special in their own way. Write on chalkboard “Proactive Behaviors Make You Special” Students will use writing skills to complete the “Knowing Myself” packet to reinforce concepts and demonstrate understanding.

Week 3 - Continuation of discussion of individual self-awareness. Students will copy from the board the term unique and its definition. Counselor will introduce: Be Proactive (do the right thing even when no one is looking). Elicit student responses to list proactive behaviors that make friends happy? (Sharing, being honest, taking turns), Students will use writing skills to complete the “Self-awareness Friendship” packet to reinforce concepts and demonstrate understanding.

Week 4 - Students will use writing skills to create a Book of Facts about Me. The counselor will lead students through a discussion of self-awareness and directions to complete the project.

Assessments:

Diagnostic: discussion to assess prior knowledge

Formative: observations, on-going discussions, graphic organizers

DELAWARE VALLEY SCHOOL DISTRICT

Summative: student oral, written, and kinesthetic responses and student projects

Extensions: Students may take work home to continue projects not completed in class if interested. Students are encouraged to help other students make connections, apply concepts, and draw conclusions.

Correctives: Students may have help from classmates to complete activities. Students may have reduced writing requirements based on abilities.

Materials and Resources: “Self-awareness Friendship” packet “Knowing Myself” packet Book of Facts about Me

UNIT 2: Self Care

Big Idea # 1: Citizens show respect for others and act responsibly.

Essential Questions: Why do we always respect others?

Concepts: People do not always like or agree with each other, but they must act respectfully toward each other.

Competencies:

- Comply with established school routines and procedures.
- Demonstrate respect for the property of self and others.

Big Idea # 2: Career choice and preparation are lifelong processes.

Essential Questions: When does my career journey begin?

Concepts:

- Uniqueness of individual interests.

Competencies:

- Identify personal interests and compare them with others.

Big Idea # 3: Writing is a recursive process that conveys ideas, thoughts, and feelings.

Essential Questions: What role does writing play in our lives?

Concepts: Focus, content, organization, style, and conventions work together to impact writing quality

Competencies:

- Identify a specific audience and write about one topic (focus)
- Frame ideas for writing and identify appropriate topic-specific content that is supported by details. (content)
- Write a series of sentences or paragraphs that relate to the topic.

Big Idea #4: Effective speaking and listening are essential for productive communication.

Essential Questions: How does productive oral communication rely on speaking and listening?

DELAWARE VALLEY SCHOOL DISTRICT

Concepts: Purpose, context and audience influence the content and delivery in speaking situations.

Competencies: Interact effectively in discussions by staying on topic being credible by providing evidence and/or examples asking clarifying questions while striving for understanding building on the ideas of others engaging others to participate speaking with enthusiasm, confidence and appropriate body language while making eye contact pronouncing words clearly, carefully and loudly so others will hear, understand and be able to respond demonstrating courtesy when others respond by providing others with attention and respect.

DELAWARE VALLEY SCHOOL DISTRICT

Curriculum Plan

UNIT 2: Self Care

Time Range in Days: 5 Lessons @ 30 min per lesson

Standard(s): PA Core Standards
ASCA National Standards

Standards Addressed:

PA Core Standards

CC.1.4.3C, CC1.4.3H, CC.1.4.3W, CC1.4.4W (content: writing)
CC1.4.3B, CC1.4.3C, CC1.4.3H, CC1.4.3W (sentences/paragraph: writing)
CC1.5.3A, CC1.5.3C, CC1.5.5A (speaking & listening)

ASCA National Standards

A:A1, A:A1.1,A:A1.2, A:A1.3 , A:A1.4 , A:A1.5
A:A2.3
A:A3 ,A:A3.1,A:A3.2 ,A:A3.3 ,A:A3.4 ,A:A3.5
A:B1.4, A.B.1.7
C:A1.3. ,C:A1.4, C:A1.5, C:A1.6, C:A1.7, C:A1.8, C:A1.9
C:A2.4, C:A2.5, C:A2.7, C:A2.8
PS:A1.1, PS:A1.2, PS:A1.5, PS:A1.6, PS:A1.7, PS:A1.8, PS:A1.9, PS:A1.10
PS:A2.1, PS:A2.2, PS:A2.3, PS:A2.4, PS:A2.6, PS:A2.7, PS:A2.8
PS:B1.2, PS:B1.3, PS:B1.4, PS:B1.5, PS:B1.6, PS:B1.7, PS:B1.8
PS:C1.3, PS:C1.4, PS:C1.5, PS:C1.6, PS:C1.7, PS:C1.9, PS:C1.10

Anchor(s):

Overview: Self Care

Focus Question(s):

1. How do I care for myself?
2. What does it mean to be Proactive?
3. How do I prevent bullying?
4. Explain how Begin with an End in mind can relate to self-care?
5. Who are the safe adults in my life and what should I be sharing with them?

Goals:

Students will use writing skills and complete work pages to express their understanding of Self Care.
Students will use oral and written responses to demonstrate understanding of the topic.

Objectives:

Lesson 1 (Self Care; Look at Bullying)

DELAWARE VALLEY SCHOOL DISTRICT

Students will express respect for personal uniqueness and the need to speak up when feelings are hurt.

DOK 3: Students will draw conclusions, cite evidence, compare.

Lesson 2 (Self Care/Learning Self-Control/Berenstain Bears: Stranger Awareness).

Students will use oral and physical responses to express their understanding of self-control and safety.

DOK 2: Students will organize, classify, identify patterns, construct.

Lesson 3 (Self Care; Good Mental Health Activity Pages)

Students will use self-awareness to rate themselves on their own perceptions using Activity Pages.

DOK 3: Students will draw conclusions, cite evidence, compare.

Lesson 4 (Self Care; Friendship Packet)

Students will use self-awareness to rate themselves on their own perceptions using Friendship Packet Activity Pages.

DOK 3: Students will draw conclusions, cite evidence, compare.

Lesson 5 (Hungry Caterpillar, by Eric Carle)

Students will use writing skills to describe the importance of prioritizing needs and wants.

DOK 4: Students will critique, synthesize, and apply concepts.

Core Activities and Corresponding Instructional Methods:

Lesson 1 Share the title of the story. Tell students we are going to create a plan to stop bullying. Read aloud the book, "Stop Picking on Me: A First Look at Bullying". The counselor will pause reading to add ideas to "the plan." Example: Find someone to talk to. Elicit student responses through questioning to encourage students to express respect for personal uniqueness and the need to speak up when feelings are hurt. Review the plan.

Lesson 2 Remind students about setting goals and making plans. Introduce today's topic: Stranger Awareness. Explain that by watching the film (or reading the book) we will work together to create a Stranger Awareness Plan. Students will always be prepared to handle themselves in a "stranger danger" situation. The students will learn about Stranger Awareness by viewing Berenstain Bears: Stranger Awareness video. Students will learn self-control to not talk to strangers and to ask a trusted adult whenever strangers are nearby. "Trusted Adult" work pages will reinforce concepts. Add sentences to complete the Stranger Awareness Plan.

DELAWARE VALLEY SCHOOL DISTRICT

Lesson 3 First things First. Elicit student responses to indicate which choice is more important in regarding to taking care of yourself. Have students use fingers to indicate their choice: one or two. Use examples from the Good Mental Health Activity Pages: Watch TV (1) or Get to Bed on time (2). Eat fruit and veggies (1) or Eat candy and soda (2). Play video games (1) or get exercise (2). Remind students that prioritizing often means that you can do both but in the correct order – such as dessert after a healthy meal.

The counselor will encourage students to cultivate uniqueness with the Good Mental Health Activity Pages. The counselor will lead class discussion for students to know about themselves and liking themselves. The counselor will use the pages to reinforce the concept of prioritizing how to take care of you, your body, mind, and feelings.

Lesson 4 -Making and Keeping Friends packet will be used for discussion and student participation. The counselor will use the pages to teach that to have a friend you must learn to be a good friend and that friends don't get friends in trouble. These concepts are used to reinforce not only being a good friend, self-awareness but also standing up to peers when appropriate. Prioritize Friendship attributes using the Thumbs up/Thumbs down game: Given 2 attributes of a good friend which is more important. Examples: good looking or kind, having money or being a good listener, having lots of toys or being good at sharing toys...

Lesson 5: Put First Things First (prioritize): The book/video The Very Hungry Caterpillar, by Eric Carle will illustrate the importance of prioritizing needs and wants.

Assessments:

Diagnostic: discussion to assess prior knowledge

Formative: observations, on-going discussions, graphic organizers

Summative: student oral, written, and kinesthetic responses and student projects

Extensions: Students may take work home to continue projects not completed in class if interested. Students are encouraged to help other students make connections, apply concepts, and draw conclusions.

Correctives: Students may have help from classmates to complete activities. Students may have reduced writing requirements based on abilities.

Materials and Resources: Stop Picking on Me: A First Look at Bullying, Berenstain Bears, Stranger Awareness, Good Mental Health Activity Pages, Friends packet, Very Hungry Caterpillar, by Eric Carle

DELAWARE VALLEY SCHOOL DISTRICT

UNIT 3: Tolerance

Big Idea # 1: Citizens show respect for others and act responsibly.

Essential Questions: Why do we always respect others?

Concepts: People do not always like or agree with each other, but they must act respectfully toward each other.

Competencies:

- Comply with established school routines and procedures.
- Demonstrate respect for the property of self and others.

Big Idea # 2: Career choice and preparation are lifelong processes.

Essential Questions: When does my career journey begin?

Concepts:

- Uniqueness of individual interests.

Competencies:

- Identify personal interests and compare them with others.

Big Idea # 3: Writing is a recursive process that conveys ideas, thoughts, and feelings.

Essential Questions: What role does writing play in our lives?

Concepts: Focus, content, organization, style, and conventions work together to impact writing quality

Competencies:

- Identify a specific audience and write about one topic (focus)
- Frame ideas for writing and identify appropriate topic-specific content that is supported by details. (content)
- Write a series of sentences or paragraphs that relate to the topic.

Big Idea #4: Effective speaking and listening are essential for productive communication.

Essential Questions: How does productive oral communication rely on speaking and listening?

Concepts: Purpose, context and audience influence the content and delivery in speaking situations.

Competencies: Interact effectively in discussions by staying on topic being credible by providing evidence and/or examples asking clarifying questions while striving for understanding building on the ideas of others engaging others to participate speaking with enthusiasm, confidence and appropriate body language while making eye contact pronouncing words clearly, carefully and loudly so others will hear, understand and be able to respond demonstrating courtesy when others respond by providing others with attention and respect.

DELAWARE VALLEY SCHOOL DISTRICT

Curriculum Plan

UNIT 3: Tolerance

Time Range in Days: 6 Lessons @ 30 min per lesson

Standard(s): PA Core Standards,
ASCA National Standards

Standards Addressed:

PA Core Standards,

CC.1.4.3.B (focus: Writing)

CC.1.4.3C, CC1.4.3H, CC.1.4.3W, CC1.4.4W (content: writing)

CC1.4.3B, CC1.4.3C, CC1.4.3H, CC1.4.3W (sentences/paragraph: writing)

CC1.5.3A, CC1.5.3C, CC1.5.5A (speaking & listening)

ASCA National Standards

A:A1, A:A1.1,A:A1.2, A:A1.3 , A:A1.4 , A:A1.5

A:A3 ,A:A3.1,A:A3.2 ,A:A3.3 ,A:A3.4 ,A:A3.5

C:A1.3. ,C:A1.4, C:A1.5, C:A1.6, C:A1.7, C:A1.8, C:A1.9

C:A2.4, C:A2.5, C:A2.7, C:A2.8

PS:A1.1, PS:A1.2, PS:A1.5, PS:A1.6, PS:A1.7, PS:A1.8, PS:A1.9, PS:A1.10

PS:A2.1, PS:A2.2, PS:A2.3, PS:A2.4, PS:A2.6, PS:A2.7, PS:A2.8

PS:B1.2, PS:B1.3, PS:B1.4, PS:B1.5, PS:B1.6, PS:B1.7, PS:B1.8

PS:C1.3, PS:C1.4, PS:C1.5, PS:C1.6, PS:C1.7, PS:C1.9, PS:C1.10

Anchor(s):

Overview: Tolerance

Focus Question(s):

- 1 What are ways to show appreciation of similarities and differences?
- 2 What are win-win solutions to situations?
- 3 What are ways to show tolerance and self-pride?
- 4 Highlight similarities and differences of all students in a positive way.
- 5 What are specific ways that families are different?

Goals:

Students will use oral and physical responses (thumbs up/ thumbs down) to demonstrate understanding of the topics.

Students will use written and oral responses to demonstrate appropriate ways to show tolerance and respect for others.

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Objectives:

Lesson 1 (Dazzle video/Tolerance)

Counselor leads discussion with students to brainstorm Win-Win Solutions.

DOK 4: Students will critique, synthesize, and apply concepts.

Lesson 2 (Tale of Difference video/Tolerance)

Counselor leads discussion with students to brainstorm Win-Win Solutions.

DOK 4: Students will critique, synthesize, and apply concepts.

Lesson 3 (self-awareness puzzles)

DOK 3: Students will draw conclusions, cite evidence, compare.

Lesson 4 (Family video) all families are different, but all families have love.

DOK 3: Students will draw conclusions, cite evidence, compare.

Lesson 5 (Graphic Organizer Family) uses writing skills to demonstrate that families are different, but all families have love.

DOK 3: Students will draw conclusions, cite evidence, compare.

Lesson 6 (Paragraph Writing: Family) use writing skills to demonstrate that families are different, but all families have love.

DOK 4: Students will critique, synthesize, and apply concepts.

Core Activities and Corresponding Instructional Methods:

Lesson 1 Win-Win.-During the movie the counselor will hit pause at the moment of conflict and have student list win-win solutions to the current situation. Then hit play and see if the characters find a win-win solution.

On the chalkboard: We are all different, yet we all need to find ways to get along.

Counselor led discussion on the appreciation of similarities and differences. Review the term unique. Show the video of Dazzle similarities and differences of the two dinosaurs. Students will tell the counselor how each dinosaur was important and helpful.

Lesson 2 Win-Win. During the movie the counselor will hit pause at the moment of conflict and have student list win-win solutions to the current situation. Then hit play and see if the characters find a win-win solution.

On the chalkboard: We are all different, yet we all need to find ways to get along.

Show A Tale of Difference King Otis and Kingdom of Goode

The counselor will lead a discussion and review of the main idea of the show which focuses on tolerance and self-pride.

Lesson 3 Students will create self-awareness puzzles that highlight similarities and differences of all students in a positive way.

DELAWARE VALLEY SCHOOL DISTRICT

Lesson 4 Students will identify similarities and differences between themselves and classmates in relationship to families. The video “What is a Family” will introduce the fact that all families are different, but all families have love.

Lesson 5 Students will identify similarities and differences between themselves and the example in the book in relationship to families. The book “What is a Family” will introduce the fact that all families are different, but all families have love. Students will listen to the story. Students will complete a 4Square graphic organizer to relate details from the story. Students will site at least three examples from the text that demonstrate student awareness of tolerance for different types of families.

Lesson 6 - Students will identify similarities and differences between themselves and the example in the book in relationship to families. The book “What is a Family” will introduce the fact that all families are different, but all families have love. Students will review the story. Students will use their 4Square graphic organizers to relate details from the story. Students will create a well written paragraph that will site at least three examples from the text that demonstrate student awareness of tolerance for different types of families and have a concluding sentence.

Assessments:

Diagnostic: discussion to assess prior knowledge

Formative: observations, on-going discussions, graphic organizers

Summative: student oral, written, and kinesthetic responses and student projects

Extensions: Students may take work home to continue projects not completed in class if interested. Students are encouraged to help other students make connections, apply concepts, and draw conclusions.

Correctives: Students may have help from classmates to complete activities. Students may have reduced verbal and writing requirements based on abilities.

Materials and Resources: Tale of Difference video, Dazzle video, self-awareness puzzles, “What is a Family”, Graphic Organizer, Writing paper.

DELAWARE VALLEY SCHOOL DISTRICT

UNIT 4: Career

Big Idea # 1: Citizens show respect for others and act responsibly.

Essential Questions: Why do we always respect others?

Concepts: People do not always like or agree with each other, but they must act respectfully toward each other.

Competencies:

- Comply with established school routines and procedures.
- Demonstrate respect for the property of self and others.

Big Idea # 2: Career choice and preparation are lifelong processes.

Essential Questions: When does my career journey begin?

Concepts:

- Uniqueness of individual interests.

Competencies:

- Identify personal interests and compare them with others.

Big Idea # 3: Writing is a recursive process that conveys ideas, thoughts and feelings.

Essential Questions: What role does writing play in our lives?

Concepts: Focus, content, organization, style, and conventions work together to impact writing quality

Competencies:

- Identify a specific audience and write about one topic (focus)
- Frame ideas for writing and identify appropriate topic-specific content that is supported by details. (content)
- Write a series of sentences or paragraphs that relate to the topic.

Big Idea #4: Effective speaking and listening are essential for productive communication.

Essential Questions: How does productive oral communication rely on speaking and listening?

Concepts: Purpose, context and audience influence the content and delivery in speaking situations

Competencies: Interact effectively in discussions by staying on topic being credible by providing evidence and/or examples asking clarifying questions while striving for understanding building on the ideas of others engaging others to participate speaking with enthusiasm, confidence and appropriate body language while making eye contact pronouncing words clearly, carefully and loudly so others will hear, understand and be able to respond demonstrating courtesy when others respond by providing others with attention and respect.

DELAWARE VALLEY SCHOOL DISTRICT

Curriculum Plan

UNIT 4: Career Awareness

Time Range in Days: 5 Lessons @ 30 min per lesson

Standard(s): PA Core Standards,
ASCA National Standards

Standards Addressed:

PA Core Standards,

CC.1.4.3.B (focus: Writing)

CC.1.4.3C, CC1.4.3H, CC.1.4.3W, CC1.4.4W (content: writing)

CC1.4.3B, CC1.4.3C, CC1.4.3H, CC1.4.3W (sentences/paragraph: writing)

CC1.5.3A, CC1.5.3C, CC1.5.5A (speaking & listening)

ASCA National Standards

A:A1, A:A1.1,A:A1.2, A:A1.3 , A:A1.4 , A:A1.5

A:A3 ,A:A3.1,A:A3.2 ,A:A3.3 ,A:A3.4 ,A:A3.5

C:A1.3. ,C:A1.4, C:A1.5, C:A1.6, C:A1.7, C:A1.8, C:A1.9

C:A2.4, C:A2.5, C:A2.7, C:A2.8

PS:A1.1, PS:A1.2, PS:A1.5, PS:A1.6, PS:A1.7, PS:A1.8, PS:A1.9, PS:A1.10

PS:A2.1, PS:A2.2, PS:A2.3, PS:A2.4, PS:A2.6, PS:A2.7, PS:A2.8

PS:B1.2, PS:B1.3, PS:B1.4, PS:B1.5, PS:B1.6, PS:B1.7, PS:B1.8

PS:C1.3, PS:C1.4, PS:C1.5, PS:C1.6, PS:C1.7, PS:C1.9, PS:C1.10

Anchor(s):

Overview: Career Awareness

Focus Question(s):

1. What are jobs and careers that I see on a daily basis?
2. What are my interests that can lead to future career choices for me?
3. What are my current strengths?
4. What are appropriate ways to prepare for a career?

Goals:

Students will use oral and physical responses (thumbs up/ thumbs down) to demonstrate understanding of the topic.

Students will use written and oral responses to demonstrate appropriate responses preparing for a career.

DELAWARE VALLEY SCHOOL DISTRICT

Students will use written and oral responses to demonstrate their understanding of various career opportunities.

Objectives:

Lesson 1 (Graphic Organizer: Bravo Maurice)

Counselor leads discussion with students to brainstorm and list career opportunities.

DOK 3: Students will draw conclusions, cite evidence, compare.

Lesson 2 (Paragraph writing: Bravo Maurice)

Students will write paragraphs that list career opportunities.

DOK 4: Students will critique, synthesize, and apply concepts.

Lesson 3 (world of work) complete graphic organizers, oral presentations with discussions regarding career opportunities

DOK 4: Students will critique, synthesize, and apply concepts.

Lesson 4 (Animated Heroes) plan ahead for career choices,

DOK 4: Students will critique, synthesize, and apply concepts.

Lesson 5 (prioritize) plan for career choices; illustrate the importance of prioritizing needs and wants.

DOK 3: Students will draw conclusions, cite evidence, compare.

Core Activities and Corresponding Instructional Methods:

Lesson 1 Read from the book, Bravo Maurice. During the story the counselor will pause for each new character and highlight the career choice of that person. Direct students to fill in the 4-square graphic organizer with the name and career for three of the family members. Direct students to complete the title in the graphic organizer. Discuss: Bravo means good job. Direct student to write a summary sentence which restates the title in some way, i.e.: Maurice does a good job everywhere. Maurice is good at singing everywhere he goes. When Maurice is with his family, he does a good job. Model these sentences for students.

Lesson 2 Review the book, Bravo Maurice. Direct student to look at graphic organizers which identify the career choice of different family members from the story. Direct students to write a paragraph using the 4-square graphic organizers from last week. Review that "Bravo" means good job. Direct student to write a summary sentence which restates the title in some way, i.e.: Maurice does a good job everywhere. Maurice is good at singing everywhere he goes. When Maurice is with his family, he does a good job. Model these sentences for students.

DELAWARE VALLEY SCHOOL DISTRICT

Lesson 3 -Counselor will provide each group of students will a 2-page article from the book “World of Work”. Students will complete a graphic organizer. Student will illustrate. Students will present their project orally to the class.

Lesson 4- Animated Hero Classics are videos that model career choices and positive role models. The counselor will highlight the career choices and positive behaviors.

Lesson 5- Put First Things First (prioritize): The book/video: The Very Hungry Caterpillar, by Eric Carle will illustrate the importance of prioritizing needs and wants.

Assessments:

Diagnostic: discussion to assess prior knowledge

Formative: observations, on-going discussions, graphic organizers

Summative: student oral, written, and kinesthetic responses and student projects

Extensions: Students may take work home to continue projects not completed in class if interested. Students are encouraged to help other students make connections, apply concepts, and draw conclusions.

Correctives: Students may have help from classmates to complete activities. Students may have reduced verbal and writing requirements based on abilities.

Materials and Resources: 4-Square Graphic Organizer, book: Bravo Maurice, writing paper, book World of Work, Oral Presentation Graphic organizer, Animated Hero Classics, book: The Very Hungry Caterpillar.

Primary Textbook(s) Used for this Course of Instruction

Name of Textbook: **N/A**

Textbook ISBN #:

Textbook Publisher & Year of Publication:

Curriculum Textbook is utilized in (title of course):

Please complete one sheet for each primary textbook.

American School Counselor Association (2004). ASCA
National Standards for Students. Alexandria, VA: Author.
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Appendix

PA Core Standards, PA Academic Standards, ASCA National Standards

Reading, Writing, Speaking, and Listening(focus)

CC.1.4.3.B Identify and introduce the topic

Reading, Writing, Speaking, and Listening (content)

CC.1.4.3C Facts definitions and details

CC1.4.3H Introduce the topic and state an opinion

CC.1.4.3W Recall information and take notes and sort evidence into categories

CC1.4.4W Recall information and take notes and sort evidence into categories

Reading, Writing, Speaking, and Listening (sentences/paragraph)

CC1.4.3B identify and introduce the topic

CC1.4.3C develop the topic with facts, definitions, details and illustrations

CC1.4.3H introduce the topic and state an opinion

CC1.4.3W recall information, gather information and sort evidence

Reading, Writing, Speaking, and Listening (speaking & listening)

CC1.5.3A Engage in a range of collaborative discussions building on others ideas and expressing their own clearly

CC1.5.3C Ask and answer questions, offer details.

CC1.5.5A Engage in a range of collaborative discussions

ASCA National Standards

A:A1 Improve Academic Self-concept

A:A1.1 Articulate feelings of competence and confidence as learners

A:A1.2 Display a positive interest in learning

A:A1.3 Take pride in work and achievement

A:A1.4 Accept mistakes as essential to the learning process

A:A1.5 Identify attitudes and behaviors that lead to successful learning

A:A2.3 Use communications skills to know when and how to ask for help when needed

A:A3.1 Take responsibility for their actions

A:A3.2 Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students

A:A3.3 Develop a broad range of interests and abilities

A:A3.4 Demonstrate dependability, productivity and initiative

DELAWARE VALLEY SCHOOL DISTRICT

A:A3.5 Share knowledge

A:B1.4 Seek information and support from faculty, staff, family and Peers

A:B1.7 Become a self-directed and independent learner

C:A1.3. Develop an awareness of personal abilities, skills, interests and motivations

C:A1.4 Learn how to interact and work cooperatively in teams

C:A1.5 Learn to make decisions

C:A1.6 Learn how to set goals

C:A1.7 Understand the importance of planning

C:A1.8 Pursue and develop competency in areas of interest

C:A1.9 Develop hobbies and vocational interests

C:A2.4 Learn about the rights and responsibilities of employers and employees

C:A2.5 Learn to respect individual uniqueness in the workplace

C:A2.7 Develop a positive attitude toward work and learning

C:A2.8 Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace

PS:A1.1 Develop positive attitudes toward self as a unique and worthy person

PS:A1.2 Identify values, attitudes and beliefs

PS:A1.5 Identify and express feelings

PS:A1.6 Distinguish between appropriate and inappropriate behavior

PS:A1.7 Recognize personal boundaries, rights and privacy needs

PS:A1.8 Understand the need for self-control and how to practice it

PS:A1.9 Demonstrate cooperative behavior in groups

PS:A1.10 Identify personal strengths and assets

PS:A2.1 Recognize that everyone has rights and responsibilities

PS:A2.2 Respect alternative points of view

PS:A2.3 Recognize, accept, respect and appreciate individual differences

PS:A2.4 Recognize, accept and appreciate ethnic and cultural diversity

PS:A2.6 Use effective communications skills

PS:A2.7 Know that communication involves speaking, listening and nonverbal behavior

PS:A2.8 Learn how to make and keep friends

PS:B1.2 Understand consequences of decisions and choices

PS:B1.3 Identify alternative solutions to a problem

PS:B1.4 Develop effective coping skills for dealing with problems

PS:B1.5 Demonstrate when, where and how to seek help for solving problems and making decisions

PS:B1.6 Know how to apply conflict resolution skills

PS:B1.7 Demonstrate a respect and appreciation for individual and cultural differences

PS:B1.8 Know when peer pressure is influencing a decision

DELAWARE VALLEY SCHOOL DISTRICT

PS:C1.3 Learn about the differences between appropriate and inappropriate physical contact

PS:C1.4 Demonstrate the ability to set boundaries, rights and personal privacy

PS:C1.5 Differentiate between situations requiring peer support and situations requiring adult professional help

PS:C1.6 Identify resource people in the school and community, and know how to seek their help

PS:C1.7 Apply effective problem-solving and decision-making skills to make safe and healthy choices