

DELAWARE VALLEY SCHOOL DISTRICT

**PLANNED INSTRUCTION**

**A PLANNED COURSE FOR:**

**Guidance**

**Grade Levels: 3-5<sup>th</sup> Grade**

**Date of Board Approval: \_\_\_\_\_ 2017 \_\_\_\_\_**

## Planned Instruction

**Title of Planned Instruction: Guidance Curriculum**

**Subject Area: Guidance**

**Grade(s): Third 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), and 7 Habits of Successful People (Stephen Covey).

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

**Curriculum Writing Committee:** Virginia Kim

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## Curriculum Map

1. **Unit One -Overview with time range in days:** Human Personality/ Self- awareness  
4 Lessons @ 30 min per lesson

**Unit One -Goals:**

Students will use writing skills and create a project to express their understanding of self-awareness and human personality.

Students will use oral and physical responses (thumbs up/ thumbs down) to demonstrate understanding of Habit 1 and 2 (Stephen Covey).

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

**Understanding of:** Human Personality/ Self- awareness

2. **Unit Two -Overview with time range in days:** Positive Attitudes and Emotions  
5 Lessons @ 30 min per lesson

**Unit Two -Goals:**

Students will use writing skills to express their understanding of positive attitude and emotions.

Students will use oral and physical responses (thumbs up/ thumbs down) to demonstrate understanding of Habit 1 and 5. (Stephen Covey) and how these habits demonstrate positive attitudes.

**Understanding of:** Positive Attitudes and Emotions

3. **Unit Three -Overview with time range in days:** Belonging  
5 Lessons @ 30 min per lesson

**Unit Three –Goals:**

Students will use writing skills to express their understanding of social skills and tolerance for others.

Students will use oral and physical responses (thumbs up/ thumbs down or stand up / sit down) to demonstrate understanding of Habit 4 (Stephen Covey) and how to apply habit 4 to social situations; belonging.

Students will use written and verbal skills to express appropriate ways to stop bullying and show stranger awareness.

**Understanding of:** Belonging in a social group/ anti-bullying/ stranger awareness

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4. **Unit Four –Overview with time range in days:** Making and Keeping Friends  
2 Lessons @ 30 min per lesson

**Marking Period Four -Goals:**

Students will use oral and writing skills to demonstrate understanding of Habit 2 &3 (Stephen Covey) and how to apply these habits to making and keeping friends.

**Understanding of:** Making and Keeping Friends

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

**Marking Period Four -Goals:**

Students will use oral skills to demonstrate understanding of Habit 2 (Stephen Covey) as it applies to career awareness and preparation. Students will be able to explain 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

# DELAWARE VALLEY SCHOOL DISTRICT

## UNIT 1: Human Personality/ Self- 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

**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

(There may be several Big Ideas and associated Essential Questions, Concepts, and Competencies within a unit.)

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# Curriculum Plan

**UNIT 1: Human Personality/ Self- awareness**

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

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

(PA Academic Standards, PACS English/Language Arts, PACS Math, PACS Reading and Writing for Science and Technology, PACS Reading and Writing for History and Social Studies, 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**

(Number Only- See Appendix for Description)

**Anchor(s):**

(As Applicable)

**Overview:** Human Personality/ Self- awareness

**Focus Question(s):**

- 1 What words can express understanding of self-awareness and human personality; including dealing with feelings of our own uniqueness and tolerance for others?

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2. What is the meaning of Habit 1: Be Proactive and Habit 2: Begin with an End in Mind according to Stephen Covey?
3. What are appropriate responses to death and feeling associated with death?

### Goals:

Students will use writing skills and create a project to express their understanding of self-awareness and human personality.

Students will use oral and physical responses (thumbs up/ thumbs down) to demonstrate understanding of Habit 1 and 2 (Stephen Covey).

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

### Objectives:

**Lesson 1** (Knowing Myself and Others: packet/writing)

Students will use writing skills and complete work pages to express their understanding of self-awareness and human personality.

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

**Lesson 2** (vocab note taking/chalkboard & paper/writing)

Students will use writing skills to express their understanding of self-awareness and human personality terms.

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

**Lesson 3** (Star project: Habit 2)

Students will use writing skills and create a project to express their understanding of self-awareness and human personality.

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

**Lesson 4** (Light Blue Stationary/DVD: Habit 1)

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

### Core Activities and Corresponding Instructional Methods:

**Lesson 1** Knowing Myself and Others: Student will discuss and complete a writing packet to demonstrate understanding of their own unique qualities and qualities of others; including tolerance for others.

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Lesson 2 Vocabulary note taking: Student will use listening and speaking skills while the teacher shares terms relating to human personality on the chalkboard. Student will use writing skills to show understanding of these terms on paper.

Lesson 3 Star project/Habit 2: Students will complete a project organizing and categorizing their own unique qualities while showing tolerance for others.

Lesson 4 Light Blue Stationary: Students will use listening skills to watch an informative DVD which will highlight appropriate ways to deal with death and the concept that we all have special unique qualities. Students will respond orally making connections to Habit 1 (Be Proactive) from the DVD presentation. Students will respond orally as they apply the concepts from the presentation to their own lives. Students will respond physically (thumbs up/ thumbs down) as they analyze the behavior or the characters in the story through teacher directed questions.

### **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:** Knowing Myself and Others Packet, chalkboard & paper, Star Project, Light Blue Stationary DVD (Human Race Club), The Leader in Me by Stephen R Covey



# DELAWARE VALLEY SCHOOL DISTRICT

## UNIT 2: Positive Attitudes and Emotions

**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

**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

(There may be several Big Ideas and associated Essential Questions, Concepts, and Competencies within a unit.)

## Curriculum Plan

### **UNIT 2: Positive Attitudes and Emotions**

**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**

(Number Only- See Appendix for Description)

#### **Anchor(s):**

(As Applicable)

**Overview:** Positive Attitudes and Emotions

#### **Focus Question(s):**

- 1 How do positive attitudes and emotions; including feeling good about self help me to deal with anger?
- 2 How does understanding emotions help deal with anger in appropriate ways?
- 3 What is the meaning of Habit 1: Be Proactive and Habit 5 Seek First to Understand: according to Stephen Covey and how does it help us deal with emotions?
- 4 What are appropriate responses to feelings associated with anger?

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### Goals:

Students will use writing skills complete work pages and create a poem to express their understanding of emotions.

Students will use oral and physical responses (thumbs up/ thumbs down) to demonstrate understanding of Habit 1 and 5 (Stephen Covey).

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

### Objectives:

#### Lesson 1 (Feeling Good: packet/writing)

Students will use writing skills and create a project to express their understanding of self-concept).

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

#### Lesson 2 (Feelings Poems)

Students will use writing skills to express their understanding of emotions by composing poems.

**DOK 3**: Students will construct, cite evidence, and compare

#### Lesson 3 (Anger word find)

Students will use skills to find words that are associated with appropriate ways of handling anger.

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

#### Lesson 4 (Temper Book)

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

**DOK 1**: Students will recall, recite, and recognize

#### Lesson 5 (Lean Mean Machine DVD)

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

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

### Core Activities and Corresponding Instructional Methods:

Lesson 1 Feeling Good: Student will discuss and complete a writing packet to demonstrate understanding of their own unique qualities and qualities of others; including tolerance for others.

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Lesson 2 Poem project: Students will construct a poem organizing and categorizing their understanding of emotions.

Lesson 3 Word Find: Students will use skills to find words that are associated with appropriate ways of handling anger and relate these strategies to Habit 1 (Be Proactive).

Lesson 4 Temper Book: Student will use listening skills to a read aloud during which the counselors will which highlight appropriate ways to deal with will anger. Students will respond orally as they apply the concepts from the presentation to their own lives. Students will respond physically (thumbs up/ thumbs down) as they analyze the behavior or the characters in the story through teacher directed questions.

Lesson 5 Lean Mean Machine: Students will use listening skills to watch an informative DVD which will highlight appropriate ways to deal with anger. Students will respond orally making connections to Habit 5 (Seek First to Understand) from the DVD presentation. Students will respond orally as they apply the concepts from the presentation to their own lives. Students will respond physically (thumbs up/ thumbs down) as they analyze the behavior or the characters in the story through teacher directed questions.

### **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:** Feeling Good Packet, chalkboard & paper, Poem Guidelines, Word Find, Lean Mean Machine DVD (Human Race Club), The Leader in Me by Stephen R Covey

# DELAWARE VALLEY SCHOOL DISTRICT

## UNIT 3: Belonging

**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

**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

(There may be several Big Ideas and associated Essential Questions, Concepts, and Competencies within a unit.)

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## Curriculum Plan

**UNIT 3: Belonging**

**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

(Number Only- See Appendix for Description)

**Anchor(s):**

(As Applicable)

**Overview:** Belonging to a Social Group

**Focus Question(s):**

- 1 What are appropriate ways to deal with bullying behaviors, how to prevent bullying?
- 2 How do I show tolerance for others?
- 3 What is the meaning of Habit 4: Think Win-Win according to Stephen Covey and how does this habit apply to dealing with others?
- 4 What are appropriate responses to dealing with strangers?

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### Goals:

Students will use writing skills and create a project to express their understanding of self-awareness and human personality.

Students will use oral and physical responses (thumbs up/ thumbs down) to demonstrate understanding of Habit 4 (Stephen Covey).

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

### Objectives:

#### Lesson 1 (Stop Bulling Now Webisodes/ Habit 4)

Students will use listening skills to analyze and express their understanding of bullying behaviors, how to respond and reduce bullying behaviors.

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

#### Lesson 2 (Stanger Danger DVD)

Students will use listening skills to analyze and express their understanding of strangers, how to respond and how to ask for help.

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

#### Lesson 3 (Partners in Grime Chapter Book/ Responding /Habit 4)

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 (Partners in Grime Chapter Book/ Four Square)

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

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

#### Lesson 5 (Partners in Grime Chapter Book/ Essay)

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

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

### Core Activities and Corresponding Instructional Methods:

Lesson 1 (Stop Bulling Now Webisodes/ Habit 4) Students will use listening skills to analyze and express their understanding of bullying behaviors. Student will use verbal responses to explain how to respond and reduce bullying behaviors. Students will learn about self-worth and the importance of themselves.

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### **Lesson 2** (Stranger Danger DVD)

Students will use listening skills to analyze and express their understanding of strangers, how to respond and how to ask for help.

### **Lesson 3** (Partners in Grime Chapter Book/ Responding /Habit 4)

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

### **Lesson 4** (Partners in Grime Chapter Book/ Four Square)

Students will use writing skills to complete a Four Square Graphic Organizer and to express their understanding of tolerance through the characters in the story and the lessons they learned.

### **Lesson 5** (Partners in Grime Chapter Book/ Essay)

Students will use writing skills to create an essay to express their understanding of tolerance through the characters in the story and the lessons they learned 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:** Stop Bullying Now Webisodes PDA, cartoon pages, chalkboard & paper, Star Project, Stranger Danger DVD , Partners in Grime chapter book by Joy Berry, The Leader in Me by Stephen R Covey



# DELAWARE VALLEY SCHOOL DISTRICT

## UNIT 4: Making and Keeping 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 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

(There may be several Big Ideas and associated Essential Questions, Concepts, and Competencies within a unit.)

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# Curriculum Plan

## UNIT 4: Making and Keeping Friends

Time Range in Days: 2 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**

(Number Only- See Appendix for Description)

### **Anchor(s):**

(As Applicable)

**Overview:** Making and Keeping Friends

### **Focus Question(s):**

- 1 What are appropriate ways to deal with making and keeping friends?
- 2 How do I show tolerance for others?
- 3 What is the meaning of Habit 2: Think Win-Win and Habit 3 Put First Things First according to Stephen Covey?
- 4 What are appropriate responses to deal with friends?

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### Goals:

Students will use writing skills and complete work pages to express their understanding of making and keeping friends.

Students will use oral and physical responses (thumbs up/ thumbs down) to demonstrate understanding of Habit 2 and 3 (Stephen Covey) and how does this habit apply to dealing with friends.

Students will use oral responses to demonstrate appropriate responses for making and keeping friends.

### Objectives:

**Lesson 1** (Making and Keeping Friends work pages/ Habit 2)

Students will use writing skills and complete work pages to express their understanding of making and keeping friends.

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

**Lesson 2** (Quality of Friends work pages/ Habit 3)

Students will use writing skills and complete work pages to express their understanding of making and keeping friends.

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

### Core Activities and Corresponding Instructional Methods:

**Lesson 1** (Making and Keeping Friends work pages/ Habit 2)

Students will use writing skills and complete work pages to express their understanding of making and keeping friends. Students will use oral and physical responses (thumbs up/ thumbs down) to demonstrate understanding of Habit 2 (Stephen Covey). Students will use oral responses to demonstrate appropriate responses for making and keeping friends.

**Lesson 2** (Quality of Friends work pages/ Habit 3)

Students will use writing skills and complete work pages to express their understanding of making and keeping friends. Students will use oral and physical responses (thumbs up/ thumbs down) to demonstrate understanding of Habit 3 (Stephen Covey). Students will use oral responses to demonstrate appropriate responses for making and keeping friends.

### 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:** Making and Keeping Friends work pages, Quality of Friends work pages, The Leader in Me by Stephen R Covey

# 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 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

(There may be several Big Ideas and associated Essential Questions, Concepts, and Competencies within a unit.)

DELAWARE VALLEY SCHOOL DISTRICT

## Curriculum Plan

**UNIT 5: Career Awareness**

**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

(Number Only- See Appendix for Description)

**Anchor(s):**

(As Applicable)

**Overview:** Career Awareness

**Focus Question(s):**

- 1 What are appropriate ways to prepare for a career?
- 2 What is the meaning of Habit 2: Think Win-Win according to Stephen Covey and how does this habit apply to career planning?

## DELAWARE VALLEY SCHOOL DISTRICT

### Goals:

Students will use oral and physical responses (thumbs up/ thumbs down) to demonstrate understanding of Habit 2 (Stephen Covey).

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

### Objectives:

#### Lesson 1 (class discussion)

Counselor leads discussion with students to brainstorm career opportunities.

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

#### Lesson 2 (discussion and work pages)

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

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

#### Lesson 3 (career DVD)

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

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

### Core Activities and Corresponding Instructional Methods:

#### Lesson 1 (Career class discussion/Habit 2)

Counselor leads discussion with students to brainstorm career opportunities. Discussion will help students recognize: 1) identify the range of jobs available in the community, 2) describe the work done by school personnel and other individuals in the community. Make a list of 5-10 Careers on Chalkboard. Review Habit 2 “Begin with an End in Mind” Make Plans. How did people who have these careers plan ahead to get this career? Next to each career on chalkboard write one or more ways to plan for this career – elicit student responses. (Baker-cooks at home) (Principal – Go to College) (Nurse – Go to Medical School) (Scientist – Study science in school)

#### Lesson 2 (Career work pages/ habit 2)

Counselor will lead students to 1) explore how people prepare for careers, 2) explain why education and training plans what is learned in the classroom. Students will show understanding for the need to expand their career choices and work hard in school. Handouts will reinforce these concepts. Students will explain how planning for a career through education and training is an example of Habit 2 by completion of classwork and discussion.

## DELAWARE VALLEY SCHOOL DISTRICT

**Lesson 3** Audio/visual presentations will help students expand their repertoire of career choices. Counselor will reinforce: 1) roles of individuals are constantly changing, 2) identify the range of jobs available in the community, 3) describe the work done by school personnel and other individuals in the community, 4) explore how people prepare for careers, 5) explain why education and training plans what is learned in the classroom

### **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, Career work pages, Career DVD, The Leader in Me by Stephen R Covey



DELAWARE VALLEY SCHOOL DISTRICT

## Planned Instruction

**Title of Planned Instruction: Guidance Curriculum**

**Subject Area: Guidance                      Grade(s): Fourth Grade**

**Course Description:** Students attend Guidance classes to learn decision making, resolving human conflicts, Career Awareness (including preparing for careers through education), and 7 Habits of Successful People (Stephen Covey).

**Time/Credit for the Course:** 3 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  
6 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 Habit 1 and 4 (Stephen Covey) and how these habits relate to decision making.

Students will use oral responses to demonstrate appropriate decision making strategies.

**Understanding of:** Decision Making

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

**Unit Two -Goals:**

Students will use writing skills to express their understanding of appropriate ways to resolve human conflicts.

Students will use oral and physical responses (thumbs up/ thumbs down) to demonstrate understanding of Habit 5. (Stephen Covey).

**Understanding of:** Resolving Human Conflicts

- 3 Unit Three –Overview with time range in days:** Career Awareness  
8 Lessons @ 30 min per lesson

**Marking Period Four -Goals:**

Students will use oral skills to demonstrate understanding of Habit 2, Habit 3, and Habit 6 (Stephen Covey) as these habits relate 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

# DELAWARE VALLEY SCHOOL DISTRICT

## 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 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

(There may be several Big Ideas and associated Essential Questions, Concepts, and Competencies within a unit.)

DELAWARE VALLEY SCHOOL DISTRICT

# Curriculum Plan

**UNIT 1: Decision Making**

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

**Standard(s): PA Core Standards**

**ASCA National Standards**

(PA Academic Standards, PACS English/Language Arts, PACS Math, PACS Reading and Writing for Science and Technology, PACS Reading and Writing for History and Social Studies, 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**

(Number Only- See Appendix for Description)

**Anchor(s):**

(As Applicable)

**Overview:** Decision Making

**Focus Question(s):**

- 1 What are strategies that one can use for making decisions?
- 2 What is the meaning of Habit 1: Be Proactive and Habit 4: Think Win-Win, according to Stephen Covey and how do these habits relate to decision making?
- 3 What are appropriate responses to stress and feelings associated with stress?

## DELAWARE VALLEY SCHOOL DISTRICT

### Goals:

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

Students will use oral and physical responses (thumbs up/ thumbs down) to demonstrate understanding of Habit 1 and 4 (Stephen Covey).

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

### Objectives:

**Lesson 1** (Venn Diagram /writing/Habit 1)

Students will use writing skills to compare and contrast being proactive and responsible versus placing the blame on others.

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

**Lesson 2** (Crafty Chameleon/chalkboard & paper/writing/ Habit 4)

Students will use writing skills to express their understanding of strategies to use for decision making.

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

**Lesson 3** (DVD book of virtues/Habit 4)

Students will discuss and share ideas related to decision making and finding “win-win resolutions”

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

**Lesson 4** (Responsibility/ Book of Virtues/DVD: Habit 1)

Students will discuss and share ideas related to decision making and finding “win-win resolutions”

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

**Lesson 5** (stress / graphic organizer/writing/ Habit 4)

Students will use writing skills to express their understanding of strategies to use for dealing with stress.

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

**Lesson 6** (stress / essay writing/ Habit 4)

Students will use writing skills to express their understanding of strategies to use for dealing with stress.

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

## DELAWARE VALLEY SCHOOL DISTRICT

### Core Activities and Corresponding Instructional Methods:

Lesson 1 Compare/Contrast Students will be introduced to the concepts of decision-making through class discussion. Habit One Be Proactive/ Don't Blame Others. Use writing skills to complete graphic organizer to Compare and Contrast two books "I'll Do It and It Wasn't My Fault" Habit One: Do the right thing Don't Blame Others

Lesson 2 Problem Solving Steps 4-6 of the 7 Step Model: The counselor will lead students to discuss steps 1-4 and relate to Habit 4. Counselor will introduce the story The Crafty Chameleon and have students follow steps 1-4 as the story progresses.

Lesson 3 Book of Virtues, Responsibility Understanding Consequences: The counselor will direct students to take turns reading all 7 steps in problem solving method and relate to Habit 4. The counselor will focus on Step 6 consider the consequences. The video/DVD Responsibility from Book of Virtues will illustrate the importance of problem solving, consequences and responsibility.

Lesson 4 Book of Virtues, Responsibility Understanding Rules and Limits: Discuss Habit 1: follow rules even when no one is looking. Elicit student feedback to reinforce Habit 1. The counselor will use the handout to discuss laws, rules and safety. The video/DVD Responsibility from Book of Virtues will illustrate these concepts.

Lesson 5 Dealing with Stress; Stress Support Scale: Students will understand and demonstrate the importance of maintaining a balance between stress and support (optional pages 177- 179 in the supplemental worksheets)  
Complete Graphic Organizer using writing skills.

Lesson 6 Dealing with Stress; Stress Support Scale: Students will understand and demonstrate the importance of maintaining a balance between stress and support (optional pages 177- 179 in the supplemental worksheets)  
Use Graphic Organizer using writing skills to create a short essay.

### 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:** Crafty Chameleon, Stress Support Scale, Venn Diagram graphic organizer, Four Square graphic organizer, Responsibility DVD (Book of Virtues), The Leader in Me by Stephen R Covey

# DELAWARE VALLEY SCHOOL DISTRICT

## UNIT 2: Resolving Human Conflicts

**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

**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

(There may be several Big Ideas and associated Essential Questions, Concepts, and Competencies within a unit.)



## Curriculum Plan

### UNIT 2: Resolving Human Conflicts

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**

(Number Only- See Appendix for Description)

#### **Anchor(s):**

(As Applicable)

**Overview:** Resolving Human Conflicts

#### **Focus Question(s):**

- 1 What are strategies that one can use for resolving human conflicts?
- 2 What is the meaning of Habit 5: Seek First to Understand then to Be Understood, according to Stephen Covey and how does this habit apply to resolving human conflicts?
- 3 What are appropriate responses to conflict?
- 4 What are feelings associated with conflict?

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### Goals:

Students will use writing skills complete work pages and create a Venn Diagram to express their understanding of appropriate ways to resolve human conflict.

Students will use written, oral and physical responses (thumbs up/ thumbs down) to demonstrate understanding of Habit 5 (Stephen Covey) and how to apply this to solving human conflicts.

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

### Objectives:

#### Lesson 1 (1-2 Rs Solving Human Conflicts/ Habit 5)

Students will use oral and writing skills to express their understanding of ways to resolve human conflicts and utilize Habit 5 to do so. Student will learn about the benefits of journaling to express internal and external conflicts.

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

#### Lesson 2 (3-5 Rs Solving Human Conflicts/ Habit 5)

Students will use oral and writing skills to express their understanding of ways to resolve human conflicts and utilize Habit 5 to do so.

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

#### Lesson 3 (Venn Diagram/ 5 R's)

Students will use writing skills to create a Venn Diagram to compare and contrast Problem Solving with Solving Human Conflicts.

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

### Core Activities and Corresponding Instructional Methods:

Lesson 1 Definition/Overview - Students will begin to understand conflict resolution through the 5 R's: Relate, Request, Recognize, and Repeat Habit 5 Seek First to Understand when using the 5Rs

Lesson 2 Solving Conflict: Students will be introduced to a classroom program to set up a conflict resolution system, pages 13 -21 in the supplemental worksheets. Focus on Rs (Recognize, Relate, and Repeat) Habit 5 Seek First to Understand when using the 5Rs

Lesson 3 Review: Students will review 7 steps of Problem Solving and 5Rs for Conflict Resolution using writing skills to complete a Venn Diagram Habit

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### 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:** 5 Rs for Conflict Resolution packet, Venn Diagram graphic organizer, The Leader in Me by Stephen R Covey

# DELAWARE VALLEY SCHOOL DISTRICT

## UNIT 3: 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

**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

(There may be several Big Ideas and associated Essential Questions, Concepts, and Competencies within a unit.)

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# Curriculum Plan

**UNIT 5: Career Awareness**

**Time Range in Days:** 9 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**

(Number Only- See Appendix for Description)

**Anchor(s):**

(As Applicable)

**Overview:** Career Awareness

**Focus Question(s):**

- 1 What are appropriate ways to prepare for a career?
- 2 What is the meaning of Habit 2: Think Win-Win and how does this habit apply to career preparation?

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- 3 What is the meaning of Habit 3 Put First Things First and how does this habit apply to career preparation?
- 4 What is the meaning of Habit 6 Synergize, according to Stephen Covey and how does this habit apply to career preparation?

### Goals:

Students will use writing skills to create a Four Square Graphic organizer, a career project and work pages to express their understanding of appropriate ways to resolve human conflict.

Students will use written, oral and physical responses (thumbs up/ thumbs down) to demonstrate understanding of Habit 2, Habit 3 and Habit 6 (Stephen Covey) and how to apply this to career awareness.

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

### Objectives:

#### **Lesson 1** (When I Grow Up 4 square/ Habit 6)

Counselor leads discussion with students to brainstorm career opportunities. Students complete a four square. Students draw conclusions from the text and relate this information to their knowledge of Habit 6: Synergize.

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

#### **Lesson 2** (When I Grow Up Essay/ Habit 6)

Counselor leads discussion with students to brainstorm career opportunities. Students complete an essay by using their four square. Students relate this information to their knowledge of Habit 6: Synergize.

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

#### **Lesson 3** (Goal Setting packet/ Habit 2)

Student will use writing skills to complete the goal setting packet. Students will demonstrate knowledge of goal setting and relate this information to their own lives. Students will make connections with Habit 2: Begin with an End in Mind.

**DOK 4**: Students will make connection and apply concepts

#### **Lesson 4** (If the Shoe Fits packet)

Student will use writing skills to complete the goal setting packet. Students will demonstrate knowledge of career planning and relate this information to their own lives.

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

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### **Lesson 5** (prepare for career project/ Habit 2)

Student will use writing skills to complete the career project. Students will demonstrate knowledge of career planning and relate this information to their own lives. Students will demonstrate their understanding of Habit 2 and how it applies to career planning.

**DOK 4**: Students will make connection and apply concepts

### **Lesson 6** (production worker's DVD)

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

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

### **Lesson 7** (needs vs wants DVD)

Audio/visual presentations will help students understand the differences between needs and wants and be able to apply this knowledge to their current lives and their future.

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

### **Lesson 8** (job application)

Students will use writing skills and cooperative learning to create job applications.

**DOK 4**: Students will create, design and apply concepts.

### **Lesson 9** (Radical Rocket DVD)

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

**DOK 1**: Students will identify, recall and recite.

## **Core Activities and Corresponding Instructional Methods:**

### **Lesson 1** (Career class discussion/graphic organizer/Habit 6)

Introduction: The counselor will lead students to understand recognize that the roles are constantly changing. He/she will help students identify the range of jobs available in their community, and school. Utilize pages from the book: When I Grow Up.

Student will use writing skills to complete Four-Square Graphic organizers to demonstrate understanding of the work done by individuals, in some cases student will explore how people prepare for careers.

Habit 6 Synergize Most jobs in our community require people to work cooperatively, show tolerance for differences and be able to learn from one another.

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### **Lesson 2** (Career essay/ habit 6)

Career Essays: The counselor will lead students to understand recognize that the roles are constantly changing. He/she will help students identify the range of jobs available in their community, and school. Utilize pages from the book: When I Grow Up.

Student will use writing skills to complete short essays on a career using the Four-Square Graphic organizers. This essay will demonstrate understanding of the work done by individuals, in some cases student will explore how people prepare for careers.

Habit 6 Synergize Most jobs in our community require people to work cooperatively, show tolerance for differences and be able to learn from one another.

### **Lesson 3** (goal setting/Habit 2)

Goal Setting: Review the 7 Habits. Explore how people prepare for careers, and explain why education and training plans what is learned in the classroom. (Habit 2)

The counselor will lead students to discuss goal setting terms, vocabulary and steps to setting goals. Goal setting packets will be handed out to students.

### **Lesson 4** (goal setting/ Shoe Fits)

The counselor will help students relate goal setting to career choices. The counselor will teach students why goal setting is necessary for career preparation. The class will utilize goal setting packets. If the Shoe Fits handout will help illustrate brainstorming, planning ahead and goal setting for careers

### **Lesson 5** (career project/Habit 2)

Habit 2 -Begin with an End in Mind The counselor will help students explore how people prepare for careers, and explain why education and training plans what is learned in the classroom. Use fortune teller project to illustrate steps needed to prepare for careers

### **Lesson 6** (Production Workers)

Show the DVD Production Workers and Service Workers. The counselor will stress the concepts of career choices and financial management: saving and spending money. Audio/visual presentations will help students expand their repertoire of career choices

### **Lesson 7** (Prioritizing)

Habit 3: First things First Prioritizing Show the video Needs vs. Wants. The counselor will use the video presentation to illustrate the difference between needs and wants to help students learn to prioritize. Use the mayonnaise jar to demonstrate priority setting. This demonstration and



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discussion will be geared to help students see the importance of taking care of important needs before the wants in their lives.

### **Lesson 8** (job applications)

The counselor will teach students about job applications. The counselor will help students understand what the function of a job application is and how to create one. Students will use writing skills to complete a project of making their own job application. Students will share their projects.

### **Lesson 9** (Radical Rockets DVD)

This lesson will teach students will recognize that the roles of individuals at home, in the workplace and in the community are constantly changing. The counselor will relate this fact to the necessary preparations for achieving a job/career and being able to transition to more than one career as an adult. The counselor will provide direct instruction as well as media illustrations and/or handouts to teach this concept. Popular Mechanics for Kids: Radical Rockets

### **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), The Leader in Me by Stephen R Covey

## Planned Instruction

**Title of Planned Instruction: Guidance Curriculum**

**Subject Area: Guidance                      Grade(s): Fifth Grade**

**Course Description:** Students attend Guidance classes to learn communication and listening skills, self-awareness, Career Awareness (including preparing for careers through education), and 7 Habits of Successful People (Stephen Covey).

**Time/Credit for the Course:** 3 Units/2 Semesters or bi-weekly/ up to 19 lessons @ 30 min. each

**Curriculum Writing Committee:** Virginia Kim

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## Curriculum Map

1. **Unit One -Overview with time range in days:** Communication  
8 Lessons @ 30 min per lesson

**Unit One -Goals:**

Students will use writing skills to express their understanding of communication skills, including listening skills.

Students will use writing skills to complete self-assessment survey.

Students will use written and oral responses to demonstrate understanding of Habit 1 - 7 (Stephen Covey).

**Understanding of:** Communication

2. **Unit Two -Overview with time range in days:** Self Awareness  
5 Lessons @ 30 min per lesson

**Unit Two -Goals:**

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

Students will use written and oral responses to demonstrate understanding of Habit 1-7 (Stephen Covey) and how these habits demonstrate self-awareness.

**Understanding of:** Self Awareness

3. **Unit Three -Overview with time range in days:** Career  
6 Lessons @ 30 min per lesson

**Unit Three –Goals:**

Students will use written and oral skills to demonstrate understanding of Habit 1-7 (Stephen Covey) as these habits relate 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

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## UNIT 1: Unit 1 Communication

**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

**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

(There may be several Big Ideas and associated Essential Questions, Concepts, and Competencies within a unit.)

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# Curriculum Plan

**UNIT 1: Communication**

**Time Range in Days: 8 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**

(Number Only- See Appendix for Description)

**Anchor(s):**

(As Applicable)

**Overview:** Communication

**Focus Question(s):**

1. What words can express understanding of communication and listening skills; including dealing with feelings and tolerance for others?
2. What is the meaning of each of the 7 Habits according to Stephen Covey?

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### Goals:

Students will use writing skills to express their understanding of communication and listening skills.

Students will use oral and written responses to demonstrate understanding of each of the 7 Habits (Stephen Covey).

### Objectives:

#### **Lesson 1** (Overview of 7 Habits)

Students will use oral and writing skills to express their understanding of the 7 Habits

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

#### **Lesson 2** (Communication Survey)

Students will use writing skills to express their understanding of communication skills.

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

#### **Lesson 3** (Survey Answers 1-12)

Students will use oral responses and writing skills to express their understanding of communication skills.

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

#### **Lesson 4** (Survey Answers 13-23)

Students will use oral responses and writing skills to express their understanding of communication skills.

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

#### **Lesson 5** Vocabulary: Create Bingo cards

Students will use oral responses and writing skills to express their understanding of vocabulary terms related to communication skills.

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

#### **Lesson 6** Vocabulary: play Bingo cards

Students will use oral responses and writing skills to express their understanding of vocabulary terms related to communication skills.

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

#### **Lesson 7** Listening Skills: work pages

Students will use writing skills to express their understanding of skills related to communication skills: specifically listening skills.

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

#### **Lesson 8** Listening Skills: activity

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Students will use writing skills to express their understanding of skills related to communication skills: specifically listening skills.

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

### **Core Activities and Corresponding Instructional Methods:**

Lesson 1 The counselor will introduce all 7 Habits. The book and video “Inch by Inch” by Leo Lionni will illustrate the importance of having good habits. Students will use writing skills to produce written responses to Essential Question. All students will be able to describe and discuss the essentials of making constructive decisions and problem solving using 7 Habits of Highly Effective People

Lesson 2 Students will learn the basics of what constitutes effective communication skills. *“The key to being understood is to understand the needs, concerns and priorities of the other person first.”* (pg. 115 *The 7 Habits of Highly Effective People* workbook.) The counselor will access prior knowledge through questioning students. Students will complete a self-assessment exercise 1- 15.

Lesson 3 The counselor will utilize the “best answers” for questions 1- 12. The counselor will teach students vocabulary terms and provide helpful ideas for good communication skills. Topics covered include: balanced conversations, introductions, small talk, courtesy words, and eye contact. Students will complete self-assessment questions 13 - 23. For each question students will give one of the 7 Habits and how it can be applied.

Lesson 4 The counselor will utilize the “best answers” for questions 13-23. The counselor will teach students vocabulary terms and provide helpful ideas for good communication skills. Topics covered include: body posture, empathy, giving and receiving feedback. Students work in cooperative learning groups to complete the fill-in the blank sentences using the terms learned from the self-assessment exercise. For each question students will give one of the 7 Habits and how it can be applied.

Lesson 5 - Students will complete the fill-in the blank vocabulary exercise and fill in their bingo boards with vocabulary words from this activity

Lesson 6 - Students will play Bingo with the vocabulary terms. The counselor will read the sentences reinforcing good communication skills and terms.

Lesson 7 - Learning to Listen: Students will take a pre-test to determine student’s prior knowledge of listening skills as related to “hearing” “understanding” and “judging.” Counselor will provide the definition for all three terms as related to the pre-test. Students will have cooperative time to make corrections and ask questions. Counselor

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will circulate room and check student work. Counselor will direct corrections on Pre-test as needed.

Lesson 8 – Review the Habits 5 and 6. Elicit student responses to indicate the main idea of these habits in relationship to listening skills. Today students will be asked to work together “synergize” and learn from each other “synergize” during the activity. Learning to Listen: Students will go continue to go through a classroom program and role-play communication skills which include, knowing what you hear and listening for feelings, pages 68-69 in supplemental worksheets.

### **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/video Inch by Inch by Leo Lionni, Self-assessment exercise, fill-in the blank vocabulary exercise, bingo boards with vocabulary words, listening skills pre-test, pages 68-69 in supplemental worksheets, The Leader in Me by Stephen R Covey



# DELAWARE VALLEY SCHOOL DISTRICT

## UNIT 2: Self 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

**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

(There may be several Big Ideas and associated Essential Questions, Concepts, and Competencies within a unit.)

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# Curriculum Plan

**UNIT 2: Self 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)

**CC1.4.3B, 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**

(Number Only- See Appendix for Description)

**Anchor(s):**

(As Applicable)

**Overview:** Self Awareness

**Focus Question(s):**

1. Am I a Self- Disciplined Student?
2. What does it mean to be Proactive as in Habit 1?
3. How observant am I?
4. Explain how Habit 7: Sharpen means that we learn in lots of ways and lots of places.
5. What are my perceptions about myself?
6. How Can I Help End Bullying Behaviors at School?

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### Goals:

Students will use writing skills and complete work pages to express their understanding of Self Awareness.

Students will use oral and written responses to demonstrate understanding of the 7 Habits (Stephen Covey).

### Objectives:

#### **Lesson 1** (Habit 1: Be Proactive/writing)

Students will complete a survey to express their understanding of Habit 1: Be Proactive and self-awareness.

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

#### **Lesson 2** (How Observant Am I? / Habit 7: Sharpen skills and self-awareness).

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

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

#### **Lesson 3** (Self Perceptions and Self-awareness)

Students will use self-awareness to rate themselves on their own perceptions using a questionnaire. At the end of the lesson, students will be able to identify positive attributes of themselves.

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

#### **Lesson 4** (Help End Bullying Behaviors)

Students will use writing skills to develop a brochure to help younger students deal with Teasing and Bullying.

**DOK 4:** Students will critique, synthesize, and apply

#### **Lesson 5** (Help End Bullying Behaviors)

Students will use writing skills to develop a brochure to help younger students deal with Teasing and Bullying.

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

### Core Activities and Corresponding Instructional Methods:

#### **Lesson 1**

All students will develop a personalized realization of the importance and relevance of the world in which they live, study and play.

Students complete a Self-Survey to describe what it means to be Proactive as in Habit 1.

Students will develop a personal realization of their ability to be a self-disciplined student. Each

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student will examine the importance and relevance of self-discipline through examples of various activities of the world in which they live, study and play.

Students will use writing skills to answer the open ended Essential Question: Am I a Self-Disciplined Student?

Lesson 2 How observant are you? Students will answer the questions on page 112 independently.

The counselor will explain the importance and relevance of being observant. The counselor will explain how Habit 7: Sharpen means that we “learn in lots of ways and lots of places, not just at school. ...take time to find meaningful ways to help others.” (Covey, Leader in Me, pg. 22) Being observant – noticing the world around you can help you accomplish this habit.

Then students will be directed to use writing skills to answer the open ended essential question above.

Lesson 3 Perception Student will rate themselves on their own perceptions about themselves through a questionnaire that the students will graph page 18 in the supplemental worksheets.

Lesson 4 Teasing, Bullying and Feeling Left Out: The counselor will access prior knowledge through questioning. The counselor will explain the project and lead the class to brainstorm suggestions for dealing with these situations. Students will use writing skills to make a tri-fold brochure to help younger students deal with Teasing, Bullying and Feeling Left-Out.

Lesson 5 - Teasing, Bullying and Feeling Left Out: The counselor will access prior knowledge through questioning. Students will use writing skills to finish a tri-fold brochure to help younger students deal with Teasing, Bullying and Feeling Left-Out. Students will reference at least 2 or more of the 7 Habits on their project.

### **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:** Self Disciplined Self-Survey, P112 How Observant work page, Perceptions questionnaire, The Leader in Me by Stephen R Covey

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## UNIT 3: 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 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

(There may be several Big Ideas and associated Essential Questions, Concepts, and Competencies within a unit.)

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## Curriculum Plan

**UNIT 3: Career Awareness**

**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**

(Number Only- See Appendix for Description)

**Anchor(s):**

(As Applicable)

**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 and future strengths that will go onto a job resume?
- 4 How can I use synergy (working together) to prepare for a job interview?
- 5 What are appropriate ways to prepare for a career?
- 6 What is the meaning of the 7 Habits: According to Stephen Covey and how does this habit apply to career planning?

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### Goals:

Students will use oral and physical responses (thumbs up/ thumbs down) to demonstrate understanding of 7 Habits (Stephen Covey).

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

### Objectives:

**Lesson 1** (class discussion and written responses)

Counselor leads discussion with students to brainstorm career opportunities.

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

**Lesson 2** (Explorer Packet) Explorer Packet complete interest inventory

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

**Lesson 3** (Explorer Packet) tally up categories, discuss career opportunities

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

**Lesson 4** (Look into the Future) plan ahead for career choices

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

**Lesson 5** (Habit 2 Begin with an End in Mind) plan ahead for career choices

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

### Core Activities and Corresponding Instructional Methods:

**Lesson 1** Introduction to career awareness: Help students recognize that the roles of individuals at home, in the workplace and in the community are constantly changing. Identify the range of jobs available in their families, school and community. Counselor will elicit responses from students and put highlights onto chalkboard. Students will use writing skills to record responses to open ended essential question (above) on their own paper.

**Lesson 2** Use the Explorer Packet to target areas of interest that could lead to career choices. Discuss why people have jobs to earn money. Discuss Economic Systems (wants and needs), Markets and Economic Systems (consumers and producers in community), Functions of Government (why people work, different occupations) Work and Earnings. Students indicate preferences with check marks.



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**Lesson 3** Students complete the check marks on the Explorer packets and then tally up categories. Have student volunteers read aloud the career categories. Note the necessary training and schooling involved in various career options. Explore how people prepare for careers. Explain why education and training plans what is learned in the classroom.

**Lesson 4** Look into the Future: The counselor will use a variety of information pages to guide students as they identify current personal interests, recognize that the roles of individuals at home in the workplace and community are constantly changing. The counselor will identify the range of jobs available in the community and describe the work done by school personnel.

**Lesson 5** Career Terms and Resumes: The counselor will use the sheet titled Terms Match to teach students vocabulary terms that relate to job acquisition. The counselor will explain to students how people prepare for careers. Students will identify topics that are learned in the classroom that will lead to future careers. The counselor will use the sheet titled Your Resume to introduce students to resume construction.

### **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, Career work pages "Look into the Future," "Resume", Career DVD, Explorer Packet (interest inventory and careers by category) The Leader in Me by Stephen R Covey

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## 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.  
Copyright 2004 by the American School Counselor Association

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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

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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

**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

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**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

**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