

Title : School Counseling K-4
Type : Essential

	September				October				November				December				January				February				March				April				May				June			
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1st Grade Classroom Counseling Curriculum: FRIENDSHIP																																								
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2nd Grade Classroom Counseling Curriculum: EMOTIONAL REGULATION																																								
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4th Grade Classroom Counseling Curriculum: CITIZENSHIP AND CAREERS																																								
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Duration: September/Week 1 - June/Week 38

UNIT NAME: 1st Grade Classroom Counseling Curriculum: FRIENDSHIP

Enduring Understandings	Essential Questions	Knowledge	Skills	Standards
<p>Students will remember that the School Counselor is an adult in school that can assist them with academic, personal/social and career questions. Students will be able to identify bullying behavior and articulate appropriate ways to get help from an adult.</p> <p>Students will be able to understand the necessary skills in order to both be a good friend and to identify the qualities of a good friend. They will be able to introduce themselves to peers and to invite others, and themselves, into age-appropriate play situations.</p> <p>Students will learn communication skills and strategies in order to better handle friendship conflicts as well as be able to identify the difference between common friendship problems and bullying. Students will demonstrate a basic understanding of reading non-verbal cues and utilizing their knowledge of body language in navigating social scenarios. They will also be able to extend this knowledge into personal and social areas.</p>	<p>What is a School Counselor?</p> <p>What is a Bully?</p> <p>Who/How do I get help if I am, or a friend is, being bullied?</p> <p>What is a friend?</p> <p>How do I make friends?</p> <p>How do I keep friends?</p> <p>How do I handle friendship problems?</p> <p>What is body language?</p> <p>What are non-verbal cues?</p> <p>How do friends compromise?</p> <p>How do I identify good vs bad friends?</p> <p>What kind of friend am I?</p>	<p>Students will be able to articulate the role of the School Counselor (to help if you are feeling anxious, in danger, sad, mad, etc.) in their school and provide examples of when and how to seek their assistance (i.e. leave a note, tell the teacher, ask your parent to contact Counselor, etc.)</p> <p>Students will be able to describe bullying behavior as unprovoked and purposeful, one-sided and intended to hurt the victim, having the potential to be repeated, and specific to an individual or a group.</p> <p>Students will become competent in identifying the qualities of a good friend and be able to apply the skills learned in how to make friends by joining in to play scenarios. They will demonstrate a knowledge of solving friendship problems and how and when to seek help from an adult if needed. Students will use their knowledge and understanding of what a good friend is to evaluate what type of friend they are; as well as how to improve as a friend.</p>	<p>Identifying:</p> <ul style="list-style-type: none"> - Strategies to make friends - Bullying behavior - The qualities of a good friend <p>Evaluating:</p> <ul style="list-style-type: none"> - What kind of friend am I? - When to handle a friendship problem on your own vs. seeking help from an adult <p>Understanding:</p> <ul style="list-style-type: none"> - The difference between bullying and friendship conflicts <p>Applying:</p> <ul style="list-style-type: none"> - Joining in skills in real life situations (i.e. recess) - Understanding of what qualities make a good friend to improving their own friendship skills <p>Remembering:</p> <ul style="list-style-type: none"> -How to contact the School Counselor -That the School Counselor is someone who helps students having trouble with the following areas; personal/social, career, and academic. 	<p>PS.A2.6(KG, 01-12) [National:American School Counselor Association] PS.A2.7(KG, 01-12) [National:American School Counselor Association] PS.A2.8(KG, 01-12) [National:American School Counselor Association] A.B1.4(KG, 01-12) [National:American School Counselor Association] A.A2.3(KG, 01-12) [National:American School Counselor Association] C.C2.2(KG, 01-12) [National:American School Counselor Association] C.C2.3(KG, 01-12) [National:American School Counselor Association] PS.B1.3(KG, 01-12) [National:American School Counselor Association] PS.C1.6(KG, 01-12) [National:American School Counselor Association]</p>

Duration: September/Week 1 - June/Week 38

UNIT NAME: 2nd Grade Classroom Counseling Curriculum: EMOTIONAL REGULATION

Enduring Understandings	Essential Questions	Knowledge	Skills	Standards
<p>Students will remember that the School Counselor is an adult in school that can assist them with academic, personal/social and career questions. Students will be able to identify bullying behavior and articulate appropriate ways to get help from an adult. Furthermore, students will begin to analyze the different roles in a bullying situation and how to take on a positive role in these situations.</p> <p>Students will learn about their emotions and how to analyze identifying factors in being able to recognize and regulate them in response to internal and environmental conditions. They will understand what factors effect their own behavior and how to best cope with those that trigger negative reactions. Additionally, students will begin to analyze the severity of a problem and the appropriate reaction to accompany their problem. Students will practice different coping skills in order to better understand what works best for them personally and evaluate the effectiveness of each. They will be able to distinguish between appropriate and inappropriate behavior for their age and demonstrate knowledge of the need for self-</p>	<p>What does the School Counselor do?</p> <p>What is bullying behavior?</p> <p>What is my role in bullying?</p> <p>What are the Zones of Regulation?</p> <p>What are my personal triggers?</p> <p>How do I identify the "size of my problem"?</p> <p>What is the appropriate reaction to my problem?</p> <p>What is considered expected behavior for my age?</p> <p>What is considered unexpected behavior for my age?</p> <p>What are coping strategies and which ones work for me personally?</p> <p>Where does my anger come from?</p> <p>What can I do to manage my anger?</p> <p>What are relaxation techniques?</p>	<p>Students will be able to articulate the role of the School Counselor (to help if you are feeling anxious, in danger, sad, mad, etc.) in their school and provide examples of when and how to seek their assistance (i.e. leave a note, tell the teacher, ask your parent to contact Counselor, etc.)</p> <p>Students will be able to describe bullying behavior as unprovoked and purposeful, one-sided and intended to hurt the victim, having the potential to be repeated, and specific to an individual or a group.</p> <p>Students will become competent in identifying their emotions and understand what the Zones of Regulation are. They will be able to apply this knowledge in negative situations in order to better practice self-control and self-care skills learned in these lessons. Students will demonstrate insight into what situations and external scenarios impact their own emotions, and how best to help themselves in these events. They will exhibit comprehension through verbalizing how they are feeling and the use of</p>	<p>Identifying:</p> <ul style="list-style-type: none"> - Emotions - Bullying behavior - The Zones of Regulation - Alternative/advanced relaxation techniques <p>Evaluating:</p> <ul style="list-style-type: none"> - How certain situations impact their emotions - The severity of a problem and it's relationship to an appropriate emotional reacion - How does my own behavior impact my learning and the learning of those around me? <p>Understanding:</p> <ul style="list-style-type: none"> - That they have control over, and the ability to manage, difficult emotions. - What behavior is expected for their age - The relationship between behavior and learning <p>Applying:</p> <ul style="list-style-type: none"> - Relaxation techniques and coping strategies - Understanding how and when to take responsibility for their own actions. <p>Remembering:</p> <ul style="list-style-type: none"> -How, and when, to contact the School Counselor or other adult -That the School Counselor is someone who helps students 	<p>PS.C1.10(KG, 01-12) [National:American School Counselor Association]</p> <p>PS.C1.11(KG, 01-12) [National:American School Counselor Association]</p> <p>PS.A1.5(KG, 01-12) [National:American School Counselor Association]</p> <p>PS.A1.6(KG, 01-12) [National:American School Counselor Association]</p> <p>PS.A1.8(KG, 01-12) [National:American School Counselor Association]</p> <p>PS.B1.4(KG, 01-12) [National:American School Counselor Association]</p> <p>A.A1.5(KG, 01-12) [National:American School Counselor Association]</p> <p>A.A2.3(KG, 01-12) [National:American School Counselor Association]</p> <p>A.A3.1(KG, 01-12) [National:American School Counselor Association]</p> <p>A.A2.2(KG, 01-12) [National:American School Counselor Association]</p>

<p>control and how to practice it.</p> <p>Students will demonstrate a basic understanding of reading non-verbal cues and utilizing their knowledge of body language in navigating social scenarios. They will also be able to extend this knowledge into personal and social areas. Students will learn relaxation skills and strategies in order to better handle stress. Being able to cope with and manage stress in appropriate ways will lead to a happier and healthier future, as well as long term academic and career success.</p>		<p>discussion and compromising to solve problems.</p> <p>Students will grasp the idea of coping strategies (i.e. star breathing, exercise, drawing/ writing, sensory integration, etc.) as a way to gain control over, and manage, their emotions. They will practice applying advanced relaxation techniques such as yoga, progressive muscle relaxation and emotional freedom technique in order to better understand their own bodies and emotions. Students will begin to examine age appropriate behavior expectations and be able to articulate what is expected of them by those around them. They will better understand the relationship between their own behavior and their learning.</p>	<p>having trouble with the following areas; personal/social, career, and academic</p> <ul style="list-style-type: none"> - Their role in bullying and how to seek help if needed 	
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Duration: September/Week 1 - June/Week 38

UNIT NAME: 3rd Grade Classroom Counseling Curriculum: CONFLICT RESOLUTION

Enduring Understandings	Essential Questions	Knowledge	Skills	Standards
<p>Students will be able to identify what a conflict is and how to utilize skills to resolve it. Students will also be able to identify things that can negatively and positively impact or escalate a conflict such as, body language, effective communication, compromise, perspective, and intent.</p> <p>Students will be able to identify tips for effective communication and will be able to apply them.</p> <p>Students will be able to identify conflict resolution strategies.</p> <p>Students will be able to identify the difference between conflict and bullying.</p>	<p>What is conflict?</p> <p>What can escalate a conflict?</p> <p>How can body language impact a conflict?</p> <p>What are examples of effective communication?</p> <p>What are the conflict resolution strategies?</p> <p>What is compromise?</p> <p>How can perspective and intention impact a conflict?</p> <p>What are the major differences between bullying and conflict?</p>	<p>Students will be able to identify what a conflict is, and provide examples of why people may have a conflict.</p> <p>Students will be able to effectively utilize conflict resolution skills in a role playing scenarios. Student's will be able to identify how utilizing conflict resolution skills can help students solve their own problems.</p> <p>Students will be able to describe how intention, perspective, body language, and effective communication can positively and negatively impact a conflict. They will also be able to identify major communication and body language do's and dont's, such as tone of voice, using eye contact and I-Statements.</p> <p>Students will be able to describe bullying behavior as unprovoked and purposeful, one-sided and intended to hurt the victim, having the potential to be repeated, and specific to an individual or a group.</p>	<p>Identifying:</p> <ul style="list-style-type: none"> -Conflict -Conflict resolution skills (being respectful of others ideas and thoughts, being aware of other's feelings, brainstorming multiple resolutions and choosing the best for all parties involved, using a third party mentor,) -Types of body language (arms crossed, clenched fists, eye rolling) <p>Evaluating:</p> <ul style="list-style-type: none"> -perspective -intention -conflict vs bullying <p>Analyzing:</p> <ul style="list-style-type: none"> -Body language -Intention -Perspective -Most effective resolution <p>Applying:</p> <ul style="list-style-type: none"> -Effective communication techniques -Conflict resolution skills <p>Understanding:</p> <ul style="list-style-type: none"> -How to resolve a conflict -How to reach a compromise <p>Remembering:</p> <ul style="list-style-type: none"> -How to utilize conflict 	<p>A.A3.1(KG, 01-12) [National:American School Counselor Association]</p> <p>A.A3.2(KG, 01-12) [National:American School Counselor Association]</p> <p>A.B1.4(KG, 01-12) [National:American School Counselor Association]</p> <p>C.A1.5(KG, 01-12) [National:American School Counselor Association]</p> <p>PS.A1.5(KG, 01-12) [National:American School Counselor Association]</p> <p>PS.A1.6(KG, 01-12) [National:American School Counselor Association]</p> <p>PS.A2.1(KG, 01-12) [National:American School Counselor Association]</p> <p>PS.A2.3(KG, 01-12) [National:American School Counselor Association]</p> <p>PS.A2.6(KG, 01-12) [National:American School Counselor Association]</p> <p>PS.A2.8(KG, 01-12) [National:American School Counselor Association]</p>

			resolution skills -Their role in reaching a resolution or compromise -The differences between conflict and bullying	
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Duration: September/Week 1 - June/Week 38

UNIT NAME: 4th Grade Classroom Counseling Curriculum: CITIZENSHIP AND CAREERS

Enduring Understandings	Essential Questions	Knowledge	Skills	Standards
<p>Students will be able to identify what peer pressure is and have an understanding of strategies on how to address it. They will be able to identify appropriate problem solving skills and identify supports they have at school and at home.</p> <p>Students will be able to identify the difference between common friendship problems and bullying.</p> <p>Students will be able to identify reasons why a social relationships may change and ways to cope with the changes. Students will display an understanding of how to utilize appropriate problem solving skills.</p> <p>Students will be able to identify their strengths and personal interests. They will be able to apply these to appropriate career goal setting. Students will be able to identify common positive character traits employers seek, and reflect personally on their strengths and areas for improvement.</p>	<p>What are strategies to help address/cope with peer pressure?</p> <p>How/why can personal and social roles change?</p> <p>How can you cope with changing social relationships?</p> <p>What are your personal strengths?</p> <p>What are your personal interests?</p> <p>What do you want to be when you grow up?</p> <p>How do you plan to achieve this goal, is it a realistic goal?</p> <p>What traits do employers look for? and which of these traits to do possess, which may you need to work on?</p>	<p>Students will be able to articulate that peer pressure is the feeling that someone your own age is pushing you toward making a choice, good or bad. They will be able to distinguish between negative and positive peer influence.</p> <p>In relationship to peer pressure, students will be able to exhibit problem solving skills in a calm and assertive manner. They will be able to practice using calm and assertive language, clear communication of their needs, back up excuses when needing to escape a dangerous situation, etc. Students will describe their own "personal bag of tricks" in which to utilize when they feel as though a peer is attempting to negatively influence their personal choices. Students will grasp the concept of establishing and respecting boundaries in their own friendships and personal relationships.</p> <p>Students will review the factors that differentiate conflict and mean behavior with bullying, mean behavior via scenario's and role play in which they will have to determine what the scenario should</p>	<p>Identifying:</p> <ul style="list-style-type: none"> -Strengths and personal interests -Educational/Vocation steps required for specific jobs -Character traits employers seek -Coping skills and strategies for peer pressure -Supports for common friendship problems and bullying -Situations in which social relationships may change -Additional supports for coping with changing social relationships (school counselor, teacher, parents) <p>Applying:</p> <p>Knowledge and coping skills for peer pressure and changing social relationships</p> <p>Personal interest and strengths to selecting a future career interest</p> <p>Understanding:</p> <p>Students will have an understanding of how their strengths and personal interests apply to realistic goal setting.</p> <p>The difference between</p>	<p>PS.A1.2(KG, 01-12) [National:American School Counselor Association]</p> <p>PS.A1.10(KG, 01-12) [National:American School Counselor Association]</p> <p>PS.A1.11(KG, 01-12) [National:American School Counselor Association]</p> <p>PS.C1.7(KG, 01-12) [National:American School Counselor Association]</p> <p>PS.C1.9(KG, 01-12) [National:American School Counselor Association]</p> <p>A.B2.4(KG, 01-12) [National:American School Counselor Association]</p> <p>A.B1.4(KG, 01-12) [National:American School Counselor Association]</p> <p>PS.A2.8(KG, 01-12) [National:American School Counselor Association]</p> <p>PS.B1.4(KG, 01-12) [National:American School Counselor Association]</p> <p>PS.B1.8(KG, 01-12) [National:American School Counselor Association]</p>

		<p>Students will be able to express how to navigate and/or cope with changing social relationships.</p> <p>Students will utilize SMART goals as an effective means to keep their goals meaningful and relevant. They will learn to begin by identifying what they hope to achieve, then breaking this goal down into smaller and more manageable steps, and finally how to continually monitor, measure and evaluate their goals.</p> <p>Students will be introduced to a variety of career choices and begin to identify which careers seem most interesting to them. Students will demonstrate understanding that goal setting is an important step in the process of future career planning. They will evaluate different careers and understand what steps are needed to achieve their career goals, i.e. identifying job skills needed and finding out if college is required for their chosen career path.</p> <p>Students will evaluate different character traits that employers look for, universal traits such as reliability and dedication, most commonly and why they are important in a working environment. They will then compare and contrast their own strengths and weaknesses in</p>	<p>common friendship problems and bullying</p> <p>Remebering: Essential keys to success in both careers and citizenship</p> <p>Additional supports for coping with changing social relationships</p>	
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		terms of job readiness skills and discuss attainable ways in which they can personally improve in order to increase the likelihood of obtaining		
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Duration: September/Week 1 - June/Week 38

UNIT NAME: Kindergarten Classroom Counseling Curriculum: IDENTIFYING AND EXPRESSING FEELINGS

Enduring Understandings	Essential Questions	Knowledge	Skills	Standards
<p>Students will remember that the School Counselor is an adult in school that can assist them with academic, personal/social and career questions. Students will be able to identify bullying behavior and articulate appropriate ways to get help from an adult.</p> <p>Students will recognize what being a bully means and how to tell someone to stop if they are, or someone else is, the victim of bullying. They will also grasp that if someone is treating them meanly, how and where to seek help from an adult.</p> <p>Students will understand that using listening and attention skills will help them to become a strong learner. Through songs and games, students will understand how to better self-regulate and navigate their day to day school experience.</p> <p>Students will be introduced to the concept of empathy and practice trying to feel what another person is feeling. This understanding will prepare them to manage their own strong emotions and solve interpersonal problems with others. Students will figure out</p>	<p>What is a School Counselor?</p> <p>What is a feeling?</p> <p>How do I know how I am feeling?</p> <p>What does a good learner look like?</p> <p>What is self-talk?</p> <p>What is being assertive?</p> <p>How does my whole body listen and what does it look like?</p> <p>What behavior is expected at school?</p> <p>What is a Bully?</p> <p>What is empathy?</p> <p>How do I think with my eyes?</p> <p>What is body language?</p> <p>What are ways to calm down?</p> <p>How can I deal with big feelings?</p> <p>What are the steps to solving a problem?</p> <p>What do I do if someone calls me a name?</p>	<p>(Scope and sequence are adapted from the Secondstep Kindergarten Curriculum)</p> <p>Unit 1:Skills for Learning- - Following Listening Rules helps everyone learn. - Our brains get smarter every time we use them. - Focusing attention involves using eyes, ears, and brain. - You can focus your attention just by thinking about it, and the more you do it, the better you get at it. - Repeating directions helps you remember them. - Following directions involves your eyes, ears, and brain. - <i>Self-talk</i> means talking to yourself out loud in a quiet voice or inside your head. - Self-talk helps you focus and maintain attention. - Being <i>assertive</i> involves using an assertive posture (face the person, head up and shoulders back) and tone of voice (calm, firm voice; respectful words). - Assertive communication is the best way to ask for help.</p> <p>Unit 2- Empathy: - If you can name your own feelings, it will help</p>	<p>Using the four units of the Secondstep curriculum, students will be able to...</p> <p>Unit 1: Skills for Learning- - Name and demonstrate the rules for listening in a group - Demonstrate attention skills such as listening and following directions - Demonstrate self-talk for remembering directions - Demonstrate being assertive in response to scenarios.</p> <p>Unit 2: Empathy- - Name <i>happy</i> and <i>sad</i> and identify that happy is a comfortable feeling and sad is an uncomfortable feeling - Name <i>angry</i> when presented with clues and identify that anger is an uncomfortable feeling - Compare physical and emotional similarities and differences between two students in a story - Identify what to say when they do something by accident, i.e. "I'm sorry. It was an accident. Are you okay?" - Identify that listening and helping are ways to show you care</p> <p>Unit 3: Emotion Management-</p>	<p>A.A1.5(KG, 01-12) [National:American School Counselor Association] A.A1.1(KG, 01-12) [National:American School Counselor Association] A(KG, 01-12)[National:American School Counselor Association] A.B2.6(KG, 01-12) [National:American School Counselor Association] C.A1.4(KG, 01-12) [National:American School Counselor Association] C.C2.2(KG, 01-12) [National:American School Counselor Association] PS.A1.5(KG, 01-12) [National:American School Counselor Association] PS.A1.6(KG, 01-12) [National:American School Counselor Association] PS.A1.8(KG, 01-12) [National:American School Counselor Association] PS.A2.3(KG, 01-12) [National:American School Counselor Association] PS.B1.1(KG, 01-12) [National:American School Counselor Association] PS.C1.1(KG, 01-12) [National:American School Counselor Association]</p>

<p>how to connect recognizing and labeling their own emotions, with being able to better take the perspectives of others.</p> <p>Students will learn about positive ways to handle their emotions and they will learn proactive strategies that help prevent strong emotions from escalating into negative behaviors. They will understand that calm students are better able to use other skills, such as problem solving, to help them get along better with others and make good choices. Students will know how to use those skills when working through a problem step by step.</p>		<p>you figure out how other people feel.</p> <ul style="list-style-type: none"> - All feelings are natural. Some feelings are comfortable, and some are uncomfortable. - Physical and situational clues can help you identify others' feelings. - <i>Empathy</i> means feeling and understanding what someone else feels. - It is okay for people to have different feelings about the same thing. - An <i>accident</i> is when you do something you didn't mean to do.. - <i>Compassion</i> means caring about how someone else feels. - You can show you care by saying or doing something kind. <p>Unit 3- Emotion Management-</p> <ul style="list-style-type: none"> - You can use physical clues in your body to identify your feelings. - It is important to talk to a grown-up when you feel worried. - Saying "Stop" and naming your feelings are ways to begin to calm down. - Belly breathing calms down strong feelings and it pushes the belly out when you breathe in. - The Calming-Down Steps can help you manage feeling excited or impatient while waiting. - Finding quiet things to do that won't distract others also helps you wait. 	<ul style="list-style-type: none"> - Identify a grown-up to talk to when they feel worried - Identify "Stop" and "Name your feeling" as ways to begin to calm down - Demonstrate belly breathing - Name physical signs of anger - Identify the feeling of disappointment - Demonstrate calming-down skills when they feel disappointed - Demonstrate telling the other person they feel hurt and asking what happened <p>Unit 4: Problem Solving-</p> <ul style="list-style-type: none"> - Use words to describe problems presented in scenarios and generate multiple solutions - Name <i>sharing, trading, and taking turns</i> as fair solutions when two students want to play with the same thing - Demonstrate assertiveness and ignoring as effective strategies for handling namecalling that hurts feelings - Identify an adult to tell if they cannot stop the name-calling 	
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		<ul style="list-style-type: none">- Your body lets you know when you are angry.- Learning to relax calms you down.- When you don't get what you want, you can feel disappointed.- When you get hurt, it's important to calm down before you do anything else.- You need to ask for more information and not assume that the action was on purpose. <p>Unit 4- Problem Solving:</p> <ul style="list-style-type: none">- The first step in solving problems is to use words to describe the problem.- The second step in solving problems is to think of lots of solutions.- Sharing, trading, and taking turns are fair ways to play.- Other children sometimes have different wants or preferences.- Choosing to have fun with others rather than get your own way helps you be friends..- If someone is being mean to you on purpose, using words and being assertive are good ways to deal with it.- If someone calls you a name, you can ignore the person or respond assertively.- If the person doesn't stop calling you names, you should tell a grown-up.		
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