**Central Elementary Classroom Guidance Curriculum**

**At Central Elementary, we follow FHSD’s elementary classroom guidance curriculum. This curriculum is divided into 3 separate areas:**

**Personal/Social**

**Career**

**Academic**

**Below are the descriptions of our curriculum for each grade level.**

**Personal/Social**

**Content standards were selected from Missouri Guidance Curriculum and Essential Course Outcomes/Questions were developed for district elementary guidance. Lesson plans were selected based on ECO’s and represent the overall outcomes desired at the elementary level. The purpose of this curriculum is to standardize skills taught across the district.**

**A description of what can be found and where it is located is explained in the table below:**

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| --- | --- |
| **Titles** | **Description**  |
| **Lesson Plan** | **Name of the lessons can be found in this section. Corresponding documents, activities, websites, books, etc. can be found in the resource section.** |
| **Vocabulary** | **This is a list of vocabulary words that the students should know after participation in the lesson.** |
| **Resources** | **The majority of documents, lessons, worksheets, etc. can be found on Sharepoint for all counselors to access electronically. Resources not labeled as Sharepoint can be found in the curriculum binder. Books, videos, agencies, and websites are also listed.**  |
| **Assessments** | **Various lessons include common assessments.** |

 **Missouri Comprehensive Guidance Program- Content Standards Grade Level Expectations (GLE)**

 **Strand PS Personal and Social Development Grades K-2**

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| **Big Idea 1: PS 1 Understanding Self as an Individual and as a Member of Diverse Local and Global Communities** |
| **Concept** | **GLE-K** | **GLE-1** | **GLE-2** |
| **A. Self-Concept** **ECO:** Students will acquire the knowledge, attitude and interpersonal skills to help them understand and respect self and others. | **a.** **Identify basic feelings*** Angry/Mad
* Happy
* Sad
* Scared/Worried
* Emotions/Feelings
	+ Expressed
 | **a. Identify a variety of feelings*** Embarrassed
* Excited
* Frustrated
* Jealous
* Lonely
* Proud
* Sorry
* Disappointed
* Grateful
* Confused
* Surprised
 |  |
| **Vocabulary** | * Angry/Mad
* Happy
* Sad
* Scared/Worried
* Respect
* Assessment
 | * Embarrassed
* Excited
* Frustrated
* Jealous
* Lonely
* Proud
* Sorry
* Disappointed
* Confused
* Grateful
* Surprised
 |  |
| **Lesson Plan Ideas** | * 4 Basic Feelings Lesson
 | * 2 Feelings Lessons
* A Rainbow of Feelings Lesson
 |  |
| **Resources** | * Sharepoint – 4 Basic Feelings Smartnotebook, Worksheet, Letter
* Sharepoint- Feelings Lesson 1 Letter
* Sharepoint- Feelings Poem
* Feelings Book
* Let’s Make Faces by Gerard Emerson Langeler
* Today I Feel Silly by Jamie Lee Curtis
* The Feelings Storybook by Alexandra Delix-Abrams
 | * Sharepoint- The Way I Feel Lesson, Worksheet, and Letter
* Sharepoint- Feelings Lesson 2
* Sharepoint- Emotions Book
* A Rainbow of Feelings
* Fill in the Blank Feelings Sheet
* The Way I Feel by Janan Cain
* www.do2learn.com/games/

feelingsgame |  |
| **Assessment** | * Finish This Face Assessment
 | * A Monster Feeling Book
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| **Big Idea 2: PS 2 Interacting With Others in Ways That Respect Individual and Group Differences** |
| **Concept** | **GLE-K** | **GLE-1** | **GLE-2** |
| **A. Quality relationships** **ECO:** Students will acquire the knowledge, attitude and interpersonal skills to help them understand and respect self and others. | **a. Demonstrate how to be a friend.*** How does a friend act?
* How does a person act when they want to be a friend?
 |  | **a. Identify and demonstrate the interpersonal skills needed to make and keep a friend.*** What does a good friendship look like/sound like?
* How do I keep a good friendship?
* Express feelings verbally & appropriately
 |
| **Vocabulary** | * Friend
 |  | * Friendship
* Cooperation
 |
| **Lesson Plan** | * BrainPop-Friendship Lesson
* Making Friendships Bloom Lesson
* Tobin Learns to Make Friends Lesson
 |  | * Recipe for Friendship Lesson
* Cooperation Lesson
 |
| **Resources** | * BrainPop – Friendship
* Friendship Song
* Making Friendships Bloom
* Tobin Learns to Make Friends Worksheet
* Sharepoint- How to Be a Friend Letter
* Tobin Learns to Make Friends by Diane Murrell
* I’m a Good Friend by David Parker
* How to Be a Friend by Laurie Krasney Brown and Marc Brown
 |  | * Sharepoint – Recipe for Friendship Lesson
* Sharepoint- Cooperation Activity Form, Scoring Guide, Letter
* What’s the Recipe for Friends by Greg Williamson
* Have You Filled a Bucket Today? By Carol McCloud
 |
| **Assessment** | * How to Be a Friend Assessment
 |  | * Friends Assessment
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| **Big Idea 2: PS 2 Interacting With Others in Ways That Respect Individual and Group Differences** |
| **Concept** | **GLE-K** | **GLE-1** | **GLE-2** |
| **B. Respect for Self and Others** **ECO:** Students will acquire the knowledge, attitude and interpersonal skills to help them understand and respect self and others. |  | **a. Identify similarities and differences among students within the school community.*** Why is respect for others important?
* How am alike/different from my friends?
 | **a. Identify similarities and differences among families and their traditions.*** How are families alike/different?
 |
| **Vocabulary** |  | * Alike/Different
 | * Alike/Different
 |
| **Lesson Plan** |  | * The Colors of Us Lesson
* A Good Friend Lesson
* The Crayon Box that Talked Lesson
 | * Coat of Many Colors Lesson
 |
| **Resources** |  | * Sharepoint- The Color of Me Lesson and The Color of Me 2
* Sharepoint- The Crayon Box that Talked
* A Good Friend Lesson, Song and Lyrics
* The Colors of Us by Karen Katz
* The Crayon Box that Talked by DeRolf and Letzig
* Zoe the Misfit by Ellen Dee Davidson
 | * Sharepoint- Coat of Many Colors Smartbook Lesson- Prior to Book
* Sharepoint- Coat of Many Colors Letter
* Coat of Many Colors Worksheet
* Coat of Many Colors by Dolly Parton
* The Skin You Live In by Michael Tyler
* Don’t Laugh at Me by Steve Seskin
 |
| **Assessment** |  | * A Good Friend Friendship Pond Assessment
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| **Big Idea 2: PS 2 Interacting With Others in Ways That Respect Individual and Group Differences** |
| **Concept** | **GLE-K** | **GLE-1** | **GLE-2** |
| **C. Personal Responsibility in Relationships** **ECO:** Students will acquire the knowledge, attitude and interpersonal skills to help them understand and respect self and others. |  | **a. Express feelings effectively, both verbally and non-verbally.*** “I feel” statements (Talk it Out)
* Identify non-verbal strategies (take a walk, color a picture…)
 | **a. Identify the steps of solving problems and conflicts with others.*** Work it Out, Talk it Out, Walk it Out

Peace Pals StrategiesWork it Out- Rock, Paper, ScissorsTalk it Out- Use an “I Feel” MessageWalk it Out- Walk it out to cool off or Walk it out to tell an adult |
| **Vocabulary** |  | * Strategies
* Non Verbal
 | * Conflicts
* Problem Solving
 |
| **Lesson Plan** |  | * I Feel Lesson (Talk it Out)
* Choice Wheel Lesson (Talk it Out, Walk it Out, Work it Out)
* Talk and Work it Out Lesson
 | * Peace Pals Lesson
* Conflict and Compromise Lesson
* Positive Character Traits Lessons
 |
| **Resources** |  | * Sharepoint- I Feel Worksheet and Letter
* Sharepoint- Choice Wheel Peace Pals, Scenarios, and Letter
* Sharepoint- Emotions Book
* Sharepoint- Talk and Work it Out
* Talk and Work it Out Turkey
* Talk and Work it Out by Cheri J. Meiners
* Snail Started It by Katja Reider
* Crider Center Violence Prevention Program
 | * Sharepoint- Peace Pals Worksheet and Solution Cards
* Sharepoint- Peace Pals - Letter
* Sharepoint- Conflict and Compromise
* Conflict and Compromise- Meet in the Middle Activity
* Sharepoint- Emotions Journal
* Sharepoint- Positive Character Traits
* Raising Yoder’s Barn by Yolen
* Henry’s Freedom Box by Levine Elief
* Lewis & Papa by Josse
* Sam, Bangs, and Moonshine by Ness
* You are Special by Lucado
* Peace Pals CD
* Crider Center Violence Prevention Program
 |
| **Assessment** |  |  | * Sharepoint- Conflict Quiz
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| **Big Idea 3: PS 3 Applying Personal Safety Skills and Coping Strategies** |
| **Concept** | **GLE-K** | **GLE-1** | **GLE-2** |
| **A. Safe and Healthy Choices** **ECO:** Students will acquire the knowledge, attitude and interpersonal skills to help them understand and respect self and others. | **a. Identify safe and healthy choices at home and school.*** What is a good/comfortable touch?
* What is an uncomfortable touch?
* What are safe/ unsafe situations?
* How do I keep myself safe and healthy?
 | **a. Identify steps of problem solving and decision making for personal safety.*** How does someone feel when he or she is not in a safe place or situation?
* How do you respond in an unsafe situation?
* What are the Four Safety Rules? (Check first, go with a friend, it’s my body, tell a trusted adult)
 | **a. Practice the steps of problem solving and decision making for personal safety.*** How do I use the Four Safety Rules to keep myself safe?
* How do I keep myself safe and healthy?
 |
| **Vocabulary** | * Comfortable
* Uncomfortable
* Safe/unsafe
* Healthy
 |  |  |
| **Lesson Plan** | * Words Are Not for Hurting Lesson
* I Like My Body Lesson
 | * Four Safety Rules Lesson
* Bully Blockers Lesson
 | * Once Upon a Dragon Lesson
* Sorry Lesson
* Just Kidding Lesson
 |
| **Resources** | * Sharepoint- Words are Not for Hurting
* I Like My Body Worksheet
* Sammy the Safety Dog Worksheet
* Hands are not for Hitting by Elizabeth Verdick
* Words are not for Hurting by Elizabeth Verdick
* Tattlin’ Madeline by Carol Cummings
* Crider Center Violence Prevention Program
* Girl Scouts P.A.V.E. program
 | * Sharepoint- 4 Safety Rules SmartNotebook, Game Cards, and Letter
* 4 Safety Rules Handout
* Sharepoint- Bully Blockers Club Worksheet
* The Bully Blockers Club by Teresa Bateman
* The Recess Queen by Alexis O’Neill
* Child Center Kid’s Rights Presentations
* Crider Center Violence Prevention Program
* Girl Scouts P.A.V.E. program
 | * Sharepoint-Once Upon a Dragon Rhyme
* Things that Hurt My Body Worksheet
* I’m Sorry Worksheet
* Just Kidding Worksheet
* Sharepoint- Nobody Knew What to Do Flipbook
* 4 Safety Rules Handout
* Once Upon a Dragon by Jean E. Pendziwol and Martine Gourbault
* My Secret Bully by Trudy Ludwig
* Just Kidding by Trudy Ludwig
* Sorry! by Trudy Ludwig
* Nobody Knew What to Do by Becky Ray McCain
* Crider Center Violence Prevention Program
* Girl Scouts P.A.V.E. program
 |
| **Assessment** |  |  | * Sharepoint- Bullying Quiz
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**Missouri Comprehensive Guidance Program- Content Standards Grade Level Expectations (GLE)**

**Strand PS: Personal and Social Development Grades 3-5**

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| **Big Idea 1: PS 1 Understanding Self as an Individual and as a Member of Diverse Local and Global Communities** |
| **Concept** | **GLE-3** | **GLE-4** | **GLE-5** |
| **A. Self-Concept**  **ECO:** Students will acquire the knowledge, attitude and interpersonal skills to help them understand and respect self and others. | **a. Identify positive characteristics and areas for personal growth.*** What are my individual strengths?
* What are my areas for possible improvement?
* What is self-esteem?
 |  | **a. Demonstrate the personal characteristics to maintain a positive self-concept.*** What strategies can I use to feel good about myself?
* What are three ways that I can improve my self-concept?
* Recognize positive self-talk and communicate personal thoughts and feelings.
* What are my personal strengths?
* How do you use them to reach your personal goals?
 |
| **Vocabulary** | * Strengths
* Self esteem
 |  | * Strategies
* Self-talk
* Personal Goals
* Self Concept
 |
| **Lesson Plan** | * Self-Esteem/Strengths Lesson
 |  | * Positive Self-Talk Radio Station Lesson (WPOS, WNEG)
 |
| **Resources** | * Self-Esteem/Strengths Lesson
* I’m Going to Like Me by Jamie Lee Curtis
* Hooray for You by Marianne Richmond
* My Many Colored Days by Dr. Seuss
 |  | * Sharepoint- Positive Self Talk Opening Activity
* Sharepoint- Positive Self-Talk Letter and Activity
* WPOS and WNEG handout
* Verdi by Janell Cannon
* The Way I Feel by Janan Cain
 |
| **Assessment** | * Self-Esteem/Strengths Quiz
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| **Big Idea 2: PS 2 Interacting With Others in Ways That Respect Individual and Group Differences** |
| **Concept** | **GLE-3** | **GLE-4** | **GLE-5** |
| **A. Quality relationships** **ECO:** Students will acquire the knowledge, attitude and interpersonal skills to help them understand and respect self and others. | 1. **a. Identify the interpersonal skills necessary to build quality relationships.**
* **Apply the steps of solving problems and conflicts with others.**
* What is a conflict?
* What are some ways I can solve a conflict?
* How do I get along well with others?
	+ Sharing
	+ Turn Taking
	+ Active Listening
	+ Respect opinions of others
 | **a. Demonstrate respect for others’ personal opinions and ideas.****b. Identify and practice the skills used to compromise in a variety of situations.*** What is a compromise?
* What are some ways I can compromise?
* How do I respectfully disagree with someone?
* How do I communicate my own personal opinions and ideas?
 | **a. Exhibit mutual respect and compromise in relationships.****b. Review and implement strategies to resolve problems and conflicts successfully.*** What is mutual respect?
* How do I show mutual respect in the…
	+ Classroom
	+ Lunch Room
	+ Bus
	+ Playground
	+ Home/Neighborhood
* How can I demonstrate conflict resolution? (Review Work it Out, Walk it Out, Talk it Out)
 |
| **Vocabulary** | * Conflict
 | * Compromise
* Opinions
 | * Mutual Respect
* Conflict Resolution
 |
| **Lesson Plan** | * Bucket filling Lesson
* Using Polite Language Lesson
* Enemy Pie Lesson
* The Recess Queen Lesson
* Conflict Baskets Lesson
* That Settles It Lesson
 | * Lego Project Lesson
* Bucket filling Lesson
* Conflict Resolution and I Messages Lesson
* Lego Lesson
 | * Resolving Conflict Lesson
* Bucket filling Lesson
* Empathy Lesson
* Teases and Put-Downs Lesson
* 5th Grade Hands Lesson
 |
| **Resources** | * Using Polite Language Lesson
* Sharepoint- Enemy Pie Circle
* Sharepoint- 3rd grade Bucket Filling Intro
* Have you filled a Bucket Today? by Carol McLoud
* Enemy Pie by Derek Munson
* Sharepoint-The Recess Queen Lesson
* Sharepoint- Conflict Basket Lesson and Letter
* That Settles It Lesson
* Peace Pals- Work it Out, Walk it Out, Talk it Out
* The Recess Queen by Alexis Neill
* <http://urbanext.illinois.edu/conflict/index.html>
* <http://pbskids.org/cgi-registry/arthur/kiddingquiz.pl?phase=start>
* <http://facs.pppst.com/conflictresolution.html>
* Crider Center Violence Prevention Program
* Girl Scouts P.A.V.E. Program
 | * Sharepoint-Lego Project Directions 4th grade
* Sharepoint- Group Members 4th grade Lego Project
* Sharepoint- 4th grade Bucket Filling Intro
* How Full is Your Bucket by Tom Rath and Mary Reckmeyer
* Carla’s Sandwich by Debbie Herman & Sheila Bailey
* Sharepoint-Conflict Resolution and I messages (PowerPoint)
* Sharepoint-Lego Project Directions 4th grade
* Sharepoint-Group Members 4th grade Lego Project
* Peace Pals- Work it Out, Walk it Out, Talk it Out
* Crider Center Violence Prevention Program
* Girl Scouts P.A.V.E. Program
 | * Sharepoint-Resolving Conflicts PowerPoint
* Conflict Resolution Letter
* Sharepoint- 5th grade Bucket Filling Intro
* Sharepoint- Empathy Smartnotebook and Worksheet
* A Lesson on Teases and Put-Downs
* 5th Grade Hands Lesson
* Simon’s Hook by Karen Gedig Burnett
* How Full is Your Bucket by Tom Rath and Mary Reckmeyer
* Cliques Lesson
* Sharepoint- Lesson on Cliques
* Peace Pals- Work it Out, Walk it Out, Talk it Out
* Crider Center Violence Prevention Program
* Girl Scouts P.A.V.E. Program
 |
| **Assessment** | * Conflict Basket Assessment
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| **Big Idea 2: PS 2 Interacting With Others in Ways That Respect Individual and Group Differences** |
| **Concept** | **GLE-3** | **GLE-4** | **GLE-5** |
| **B. Respect for Self and Others** **ECO:** Students will acquire the knowledge, attitude and interpersonal skills to help them understand and respect self and others. | **a. Recognize and respect the differences between personal culture and other cultures.*** In what ways can people be different?
* What is culture?
 | **a. Recognize and respect diverse groups within the school and community.*** What does diversity mean?
* How can I show respect to people who are different from me?
 | **a. Demonstrate respect for individuals within diverse groups.*** How can I show respect to people who are different from me?
 |
| **Vocabulary** | * Culture
 | * Diversity
 |  |
| **Lesson Plan** | * It’s OK to Be Different Lesson
* The Colors of My Rainbow Lesson
 | * Scribblevile Lesson
* Lego Lesson
* 4th Grade Tolerance Lesson
 | * We Are One World Lesson
 |
| **Resources** | * Sharepoint- It’s OK to be Different Smartnotebook, Venn Diagram, and Letter
* What it’s Like to be Different Worksheet
* Sharepoint-The Colors of My Rainbow (Powerpoint
* It’s OK to be Different by Todd Parr
 | * Sharepoint- Scribbleville worksheet
* Sharepoint-Lego Project Directions 4th grade
* Sharepoint-Group Members 4th grade Lego Project
* 4th Grade Tolerance Lesson
* Scribbleville by Peter Holwitz
 | * We Are One World Lesson
* Video- Cliques, Phonies, and Other Baloney by Trevor Romain
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| **Big Idea 3: PS 3 Applying Personal Safety Skills and Coping Strategies** |
| **Concept** | **GLE-3** | **GLE-4** | **GLE-5** |
| **A. Safe and Healthy Choices** **ECO:** Students will acquire the knowledge, attitude and interpersonal skills to help them understand and respect self and others. |  |  | **a. Evaluate peer influence on problem-solving and decision-making skills.*** What is peer pressure?
* How does peer pressure influence my decision-making and conflict resolution?
* How can I resist peer pressure?
 |
| **Vocabulary** |  |  | * Peer Pressure
* Resist
* Decision Making
 |
| **Lesson Plan** |  |  | * Peer Pressure Lessons
* Remote Control Decision Making Lesson
* Forming Opinions Lesson
* The Spider and the Fly Decision Making Lesson
 |
| **Resources** |  |  | * Sharepoint- Peer Pressure and I messages (PowerPoint)
* Sharepoint- Peer Pressure Smartnotebook, Cards, and Letter
* Sharepoint- Remote Control Decision Making Smartnotebook, Worksheet, and Letter
* Sharepoint- The Spider and the Fly
* Sharepoint- Decision Making Activity Opener
* An Odd Dot Activity
* Child Center Internet Safety Presentation
* D.A.R.E.
 |
| **Assessment** |  |  |  |

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| **Big Idea 3: PS 3 Applying Personal Safety Skills and Coping Strategies** |
| **Concept** | **GLE-3** | **GLE-4** | **GLE-5** |
| **B. Personal Safety of Self and Others** **ECO:** Students will acquire the knowledge, attitude and interpersonal skills to help them understand and respect self and others. | **a. Identify issues that impact personal safety.*** What is bullying?
* What are 3 types of bullying? (Physical, verbal/emotional, cyber)
* What are a bully, victim/target, and bystander?
* Can I identify 3 people to talk to if I am bullied?
 | **a. Describe different types of violence and harassment, and identify strategies for intervention.*** What have I learned about bullying?
* What are ways to handle bullying as a victim/target?
* What are ways to handle bullying as a bystander?
 | **a. Apply personal safety strategies as they relate to violence and harassment.*** What is violence?
* What are different types of violence?
* What is harassment?
* What are different types of harassment?
* What are strategies to handle violence and harassment?
* What are some consequences of violence and harassment?
 |
| **Vocabulary** | * Bullying
* Bully
* Victim/target
* Bystander
 |  | * Violence
* Harassment
* Consequences
 |
| **Lesson Plan** | * Simon’s Hook Lesson
* Internet Safety Lesson
 | * Bullies are a Pain in the Brain Lesson
* Rules for Conflict Lesson- During the role-plays, students call the fouls that are committed.
 |  |
| **Resources** | * Simon’s Hook Worksheet
* Sharepoint-Bully Handout PDF
* The Bully Blockers Club by Teresa Bateman
* Simon’s Hook by Karen Gedig Burnett
* Crider Center Violence Prevention Program
* Girl Scouts P.A.V.E. program
* Sharepoint- Internet Safety Smartnotebook and Letter
* My Rules for Online Safety
 | * Sharepoint- Bullies are a Pain in the Brain Letter and other Bullying Letters
* Sharepoint- Rules for Conflict Activity (Includes rules/fouls, role-play scripts, and writing activity)
* Sharepoint- Rules for Conflict Letter
* Sharepoint-Bully Handout PDF
* Crider Center Violence Prevention Program
* Girl Scouts P.A.V.E. program
* Video Bullies are a Pain in the Brain by Trevor Romaine
* Child Center Kids’ Rights Presentations
* Carla’s Sandwich by Debbie Herman & Sheila Bailey
* Crickwing by Janell Cannon
* Rules for Conflict Writing Activity
 | * Sharepoint-Bully Handout 1
* Sharepoint-Bully Handout 2
* Sharepoint-Bully Handout 3
* Sharepoint-Bully Handout PDF
* Sharepoint- Bullying Letters
* Crider Center Violence Prevention Program
* D.A.R.E.
* Girl Scouts P.A.V.E. program
 |
| **Assessment** |  |  |  |

**Career Development**

**Central Elementary Counselors use this curriculum is to standardize skills taught across the district.**

**A description of what can be found and where it is located is explained in the table below:**

|  |  |
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| **Titles** | **Description**  |
| **Lesson Plan** | **Name of the lessons can be found in this section. Corresponding documents, activities, websites, books, etc. can be found in the resource section.** |
| **Vocabulary** | **This is a list of vocabulary words that the students should know after participation in the lesson.** |
| **Resources** | **The majority of documents, lessons, worksheets, etc. can be found on Sharepoint for all counselors to access electronically. Resources not labeled as Sharepoint can be found in the curriculum binder. Books, videos, agencies, and websites are also listed.**  |
| **Assessments** | **Various lessons include common assessments.** |

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| **Big Idea 7: CD 7 Applying Career Exploration And Planning Skills In The Achievement Of Life Career Goals.** |
| **Concept** | **GLE-K** | **GLE-1** | **GLE-2** |
| B. Adaptations to World of Work ChangesECO: (K)Students will understand the relationship between personal qualities, education, training and the world of work.**(1-2)**Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions. | **a. Identify workers in the school and in families related to the six (6) career paths.*** What is a career?
* What are some jobs in my school and community?
 | **a. Identify workers in the local community related to the six (6) career paths*** What is a job?
* What are examples of jobs?
* What is a responsibility?
* What are the 6 career paths?
* Can I sort jobs that I know into the six career paths?
 | **a. Identify the academic skills necessary for workers in the six (6) career paths.*** What are some academic subjects?
* What are some academic skills?
* What subjects and skills are necessary to be successful in certain jobs?
 |
| **Vocabulary** | * Career
* Jobs
 | * Community
* Career Paths
 | * Academic Subjects
* Academic Skills
 |
| **Lesson Plan** | * Kindergarten Career Lesson
 | * The 6 Career Paths Lesson
 | * Subjects and Skills Lesson

-Students choose a career card and either a subject or skill card and as a team they need to say how the career would need the subject or skill.  |
| **Resources** | * Sharepoint- Kindergarten Career Lesson
* When I Grow Up by P.K. Hallinan
* Career Day by Anne Rockwell
* Berenstain Bears on the Job by Stan and Jan Berenstain
 | * Sharepoint- 6 Career Paths PowerPoint, Letter, and Quiz
* Sharepoint- Job Charades
 | * Sharepoint- Skills, Careers, Subjects Cards
* Sharepoint- Skills, Subjects, Careers Worksheet and Letter
* Career Fair
* Sharepoint- 2nd Grade Career Fair Rotation and Presentation Example
 |
| **Assessment** |  | * 6 Career Paths Quiz
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**Missouri Comprehensive Guidance Program- Content Standards Grade Level Expectations (GLE)**

###### Strand CD: Career Development Grades 3-5

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| **Big Idea 7: CD 7 Applying Career Exploration And Planning Skills In The Achievement Of Life Career Goals.** |
| **Concept** | **GLE –Grade 3** | **GLE - Grade 4** | **GLE - Grade 5** |
| A. Integration of Self-knowledge into Life and Career PlansECO: Students will understand how to explore careers as well as obtain information related to career goals and post-secondary education/training. | **a. Identify and apply the steps to setting short-term and long-term, personal, and educational goals.*** What is a short-term goal?
* What is a long-term goal?
 | **a. Compare interests and strengths with those of workers in the local community** * What are my interests and strengths?
* What are the interests and strengths of workers in the local community?
 |  |
| **Vocabulary** | * Short Term Goal
* Long Term Goal
 | * Interests
* Strengths
* Local Community
 |  |
| **Lesson Plan** | * My School Goal Lesson 1
* My School Goal Lesson 2
* My School Goal Lesson 3
* How do they do that? Lesson
* Goal-setting Lesson
 | * How are you Smart? Lesson
 |  |
| **Resources** | * Sharepoint-My School Goal 1
* Sharepoint-My School Goal 2
* Sharepoint-My School Goal 3
* Sharepoint-How do they do that?
* Turn Your Wishes into Goal Worksheet and Letter
* Sharepoint- Career Detectives
* Sharepoint- How to Build a Career Fair
* Career Fair
 | * Sharepoint -How Are you Smart? Smartnotebook and Letter
* How Are you Smart? Activity
* Career Day Pay Day Game
* Sharepoint- How to Build a Career Fair
* Career Fair
 |  |
| **Assessment** |  |  | * Sharepoint-5th Grade final careers
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| **Big Idea 7: CD 7 Applying Career Exploration And Planning Skills In The Achievement Of Life Career Goals.** |
| **Concept** | **GLE –Grade 3** | **GLE - Grade 4** | **GLE - Grade 5** |
| B. Adaptations to World of Work ChangesECO: Students will know the 6 career paths and at least 1 career in each career path. | **a. Compare and Contrast the academic skills required of workers in the (6) career paths*** What are the 6 career paths?
* What are the academic skills required in the 6 career paths?
 | **a. Identify school and community resources available for exploration of the six (6) career paths.*** How can I find out more information about the 6 career paths?
* What are ways I can find out more about the careers in the 6 paths?
 | **a. Describe occupational changes that have occurred over time within the six (6) career paths** * How have occupations changed since you started school in the 6 career paths?
 |
| **Vocabulary** |  |  | * Occupations
 |
| **Lesson Plan** | * Career Exploration Lesson
* Interview and Career Sorting Lesson
* How do they do that? Lesson
 | * Where do I fit in? Lesson
* Finding my place in the community Lesson
* Information Please Lesson
 | * Career Clusters Lesson
* How Times Have Changed Lesson
* Back in the Old Days Lesson
* Career Magic Lesson
 |
| **Resources** | * Sharepoint- Career Exploration and Quiz
* Sharepoint- Interview Parents 3rd Grade Career
* Sharepoint- Career Sorting
* Sharepoint- How do they do that?
* Sharepoint- Career Pathway Matrix 3-5
* Sharepoint- How to Build a Career Fair
* Missouriconnections.org
* “What is a Career Path DVD?”
* Career Fair
 | * Sharepoint-Where do I fit in?
* Sharepoint-Finding my place in the community
* Sharepoint-Information Please
* Sharepoint- Career Pathway Matrix 3-5
* Sharepoint- How to Build a Career Fair
* “What is a Career Path DVD?”
* Career Fair
* Missouriconnections.org
* Children’s Dictionary of occupations (Hopke & Parramore, Meridian Education Corp
 | * Sharepoint-Clusters game
* Sharepoint-How Times Have changed
* Sharepoint-Back in the Old Days
* Sharepoint-Career Magic #1
* Sharepoint- Career Pathway Matrix 3-5
* Sharepoint- How to Build a Career Fair
* “What is a Career Path DVD?”
* Career Fair
* Missouriconnections.org
 |
| **Assessment** | * Career Exploration Quiz
 |  |  |

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| **Big Idea 8: CD 8 Knowing Where And How To Obtain Information About The World Of Work And Post-Secondary Training/Education.** |
| **Concept** | **GLE –Grade 3** | **GLE - Grade 4** | **GLE - Grade 5** |
| **B. Education and Career Requirements** **ECO:** Students will know what type of education and training is needed for at least 2 careers in each of the career paths. |  |  | **a. Compare and contrast the training and education requirements for a variety of careers.*** How and why are the trainings and education requirements similar and different across the 6 career paths?
* What type of training and education is required for a career that I am interested in?
* How does what I am learning now relate to my future career choice?
 |
| **Vocabulary** |  |  | * Education Requirements and Trainings
* Career Choice
 |
| **Lesson Plan** |  |  | * 6 Career Paths Matrix Lesson
 |
| **Resources** |  |  | * Sharepoint-6 Career Paths Matrix and Letter
* Sharepoint Career Pathway Matrix 3-5
 |
| **Assessment** |  |  |  |

**Elementary Guidance Curriculum**

**Academic Area**

**Content standards were selected from Missouri Guidance Curriculum and Essential Course Outcomes/Questions were developed for district elementary guidance. Lesson plans were selected based on ECO’s and represent the overall outcomes desired at the elementary level. The purpose of this curriculum is to standardize skills taught across the district.**

**A description of what can be found and where it is located is explained in the table below:**

|  |  |
| --- | --- |
| **Titles** | **Description**  |
| **Lesson Plan** | **Name of the lessons can be found in this section. Corresponding documents, activities, websites, books, etc. can be found in the resource section.** |
| **Vocabulary** | **This is a list of vocabulary words that the students should know after participation in the lesson.** |
| **Resources** | **The majority of documents, lessons, worksheets, etc. can be found on Sharepoint for all counselors to access electronically. Resources not labeled as Sharepoint can be found in the curriculum binder. Books, videos, agencies, and websites are also listed.**  |
| **Assessments** | **Various lessons include common assessments.** |

###### Strand AD: Academic Development Grades K-2

**Central Elementary Counselors use this curriculum is to standardize skills taught across the district.**

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| **Big Idea 4: AD 4 Applying Skills Needed for Educational Achievement** |
| **Concept** | **GLE- K** | **GLE- 1** | **GLE- 2** |
| **B. Self-management for Educational Achievement**  **ECO:** Students will acquire the knowledge, attitude and skills contributing to effective learning in school and across the lifespan | **a. Identify work habits necessary for school success.*** What does it look like to be a good listener?
	+ Eyes on speaker
	+ Ears listening
	+ Body Quiet (hands and feet)
	+ Raise your hand
 | **a. Develop and practice work habits necessary for school success.*** What work habits help a person be successful in school?
* What does a complete assignment look like?
 | **a. Build individual work habits and study skills that apply to a variety of learning situations.*** What work/study habits are most helpful to use in different settings?
* What happens when students do not have good work habits? (How does it impact themselves, the teacher, and others?)
 |
| **Vocabulary** | * Good Listener
 | * Successful
 | * Work/study habits
 |
| **Lesson Plan** | * Listening Monster Lesson
* Learning Book Lesson
 | * Practice Makes Perfect Lesson
* Tortoise and the Hare Lesson
* Listening Monster Lesson
* Listen and Learn Lesson
 | * Goal Setting Lesson
* Reading and Following Directions Lesson
 |
| **Resources** | * Listening Monster poster
* Listening Monster booklet
* Sharepoint- Listening Monster Letter
* Learning Book Lesson
* Sharepoint- Listen
* Howard B. Wigglebottom Learns to Listen by Howard Binkow
 | * Sharepoint- Practice Makes Perfect Letter
* Sharepoint- Reach your goals (Tortoise and Hare Lesson)
* Sharepoint- Being a good listener
* Five Bees
* Sharepoint- Listening Monster Page, Directions, and Letter
* Listening Monster Poster
* Sharepoint- Franklin is Messy Keeping Seat Neat
* Tortoise and the Hare Lesson
* Leo the Lightening Bug by Eric Drachman
* Franklin is Messy by Paulette Bourgeois
* Tortoise and the Hare by Aesop’s Fables
* Listen and Learn by Cheri J. Meiners
 | * Sharepoint- Goal Setting Worksheet and Letter
* Sharepoint- Directions Activity
* Leo the Lightening Bug by Eric Drachman
* One Hen by Milway & Fernandes
* Armando and the Blue Tarp School by Fine & Josephson & Sosa
 |
|  **Assessment Ideas** | * Participation in discussion to demonstrate understanding
* Demonstration of understanding through drawing pictures or practicing skills
* Students will make a “Learning Book” to review learning skills
 | * Listening Quiz
* Students will identify good listening skills
 | * Students will identify effective work habits
* Students will identify good listening skills
* Students will complete a work habits assessment on themselves and set a goal
 |

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| **Big Idea 5: AD 5 Applying the Skills of Transitioning Between Educational Levels**  |
| **Concept** | **GLE- K** | **GLE- 1** | **GLE- 2** |
| **A. Transitions** **ECO:** Students will acquire the knowledge, attitude and skills contributing to effective learning in school and across the lifespan | **a. Identify how school expectations are different from home, day-care, or pre-school.*** What are my responsibilities and expectations as a kindergartner?
* What will my responsibilities and expectations are as a first grader?
 | **a. Identify increased school expectations.*** What are my responsibilities and expectations as a first grader?
* What will my responsibilities and expectations are as a second grader?
 | **a. Develop strategies to meet increased school expectations.*** What are my responsibilities and expectations as a second grader?
* What will my responsibilities and expectations be as a third grader?
 |
| **Vocabulary** |  | * Responsibilities
* Expectations
 |  |
| **Lesson Plan** | * Lessons done by classroom teachers
* Going to 1st grade Lesson
 | * Lessons done by classroom teachers
* Going to 2nd grade lesson
 | * Lessons done by classroom teachers
* Going to 3rd grade lesson
 |
| **Resources** | * Sharepoint- Going to 1st grade
* Caterpillar and Butterfly handout
 | * Sharepoint- Going to 2nd grade
* Sharepoint- My Student Planner
* Hopping into 2nd Grade
 | * Sharepoint- Going to 3rd grade
 |
| **Assessment Ideas** |  |  |  |

**Missouri Comprehensive Guidance Program- Content Standards Grade Level Expectations (GLE)**

###### Strand AD: Academic Development Grades 3-5

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| **Big Idea 4: AD 4 Applying Skills Needed for Educational Achievement** |
| **Concept** | **GLE- Grade 3** | **GLE- Grade 4** | **GLE- Grade 5** |
| **A. Self Management Skills necessary for life-long learning** **ECO:** Students will acquire the knowledge, attitude and skills contributing to effective learning in school and across the lifespan. | **a. Identify and practice study skills and test-taking strategies.*** What are three things that a good listener does?
* What are three things I can do to stay on task/focus?
 | **a. Apply study skills and test-taking strategies to improve academic achievement.*** What are my 4th grade responsibilities?
	+ Desk organized
	+ Turning in homework on time
	+ Complete and utilize my agenda and get it signed
 | **a. Demonstrate study skills and test-taking strategies to enhance academic achievement.*** What does time management mean?
* How can I balance school and home life?
* How can I advocate for my learning and myself?
* What is my personal learning style?
* Who are three people that I can ask for academic help?
 |
| **Vocabulary** | * Task/focus
 |  | * Time Management
* Balance
* Advocate
* Personal Learning Style
 |
| **Lesson Plan** | * Study and Test Taking Lesson
* Listening/Being Prepared Lesson
 | * Tyrone the Cyclone Lesson
* Time Management Lesson
 | * Learning Style Assessment Lesson
* Useful Memory Tips Lesson
* Study Skills and Test Taking Bingo
 |
| **Resources** | * Test Taking Tips
* Sharepoint- Study and Test Taking Lesson and Letter
* Listening/Being Prepared Lesson, Worksheets, and Quiz
* Testing Miss Malarkey by Judy Finchler
* Hooray for Diffendoofer Day by Dr. Seuss
 | * Sharepoint-Time Management lesson, worksheet, and letter
* Sharepoint-Time Management for Schoolwork
* Tyrone the Cyclone
* Self-rating scale- “Am I school cool?”
 | * Sharepoint-Learning Styles Assessment
* Sharepoint- Useful Memory Tips
* Learning Style Handout
* Study Skills and Test Taking Bingo
 |
| **Assessment** | * Listening/Being Prepared Quiz
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| **Big Idea 5: AD 5 Applying the Skills of Transitioning Between Educational Levels** |
| **Concept** | **GLE- Grade 3** | **GLE- Grade 4** | **GLE- Grade 5** |
| **A. Transitions** **ECO:** Students will acquire the knowledge, attitude and skills contributing to effective learning in school and across the lifespan. | **a. Revise and practice strategies to meet increased school activities.*** How are my responsibilities as a 3rd grader different from when I am a 4th grader?
 | **a. Refine and apply strategies emphasizing individual responsibility for educational tasks and skills.*** How are my responsibilities as a 4th grader different from when I am a 5th grader?
 | **a. Develop an understanding of educational tasks and skills necessary to make a smooth transition to the middle school structure.*** How are my responsibilities as a 5th grader different from when I am in middle school?
* Who are the people in middle school that I can go to for personal social concerns and academic concerns?
 |
| **Vocabulary** |  |  |  |
| **Lesson Plan** | * Smartstart Lesson
* Moving onto 4th grade Lesson
* Lessons done by classroom teachers
 | * Moving onto 5th grade Lesson
* Lessons done by classroom teachers
 | * Going to Middle School Lesson
* Oh the Places You will Go Lesson
* Lessons done by classroom teachers
 |
| **Resources** | * Smartstart Lesson
* Sharepoint-Moving onto 4th grade
 | * Sharepoint-Moving onto 5th grade
 | * Sharepoint-Going to Middle School
* Sharepoint- 5th Grade End of Year
* Sharepoint-Oh the Places You will Go Activity
* Practice Combination Locks
* Middle School visits to Elementary

6th grade Panel to answer question of 5th grade students  |
| **Assessment** |  |  | * Completed Portfolio for K-5
 |