



## Grades K-2 / Elementary Counseling Curriculum

### **Social and Emotional Development**

**Standard 1:** *The student will acquire knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.*

**Benchmark 1:** *The student will acquire and use self-knowledge*

Indicators	Implementation of Content and Learning Experiences	Resources and Assessed Performance
<p><b>The student . . .</b></p> <p>K-2.CSE.1.1.1 identifies a variety of feelings</p> <p>K-2.CSE.1.1.2 describes behaviors associated with various feelings</p> <p>K-2.CSE.1.1.3 identifies people who can help them understand their feelings</p> <p>K-2.CSE.1.1.4 identifies positive attitude toward self</p>	<p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. What are feelings that people experience through their day?</li> <li>2. What do these feelings look and sound like?</li> <li>3. Who are people at school and home who can help you understand your feelings?</li> <li>4. What are personal strengths, talents, and/or characteristics that help you develop a positive attitude?</li> </ol> <p><b>Essential Learning Tasks</b></p> <ul style="list-style-type: none"> <li>• Describe these feeling words happy, sad, angry, scared, worried, jealous, frustrated, and embarrassed</li> <li>• Seek adults that can help</li> <li>• Identify strengths/areas for improvement, likes/dislikes, talents, and interests</li> </ul> <p><b>Critical Vocabulary:</b> emotion, self-esteem, strength(s), self-control, respect to self</p>	<p><b>Recommended Resources:</b></p> <ul style="list-style-type: none"> <li>• iPad apps</li> <li>• Classroom Guidance Games</li> <li>• PlantLoveGrow.com</li> <li>• Feelings Bingo</li> <li>• Social Thinking (SuperFlex)</li> <li>• 5-Point Scale</li> <li>• Conscious Discipline</li> <li>• Rachel's Challenge</li> <li>• Cooperative Learning (Kagan Structures)</li> </ul> <p><b>Assessment Tasks</b></p> <ul style="list-style-type: none"> <li>• Exit slips</li> <li>• EPR</li> <li>• Task completion</li> <li>• KAHOOT</li> <li>• Journal/self-reflection</li> <li>• Pre/Post tests</li> </ul>



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<b>Social and Emotional Development</b> <b>Standard 1:</b> <i>The student will acquire knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.</i>		
<b>Benchmark 2:</b> <i>The student will acquire and use interpersonal skills.</i>		
Indicators	Implementation of Content and Learning Experiences	Resources and Assessed Performance
<p><b>The student . . .</b></p> <p>K-2.CSE.1.2.1 recognizes the differences between cooperative and uncooperative behaviors</p> <p>K-2.CSE.1.2.2 recognizes similarities and differences between self and others</p> <p>K-2.CSE.1.2.3 makes and keeps friends</p> <p>K-2.CSE.1.2.4 identifies appropriate times to talk and play</p>	<p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. What is the difference between a cooperative and uncooperative behavior?</li> <li>2. What are some characteristics that make you the same and different from others?</li> <li>3. What helps people make and keep friends?</li> <li>4. When are appropriate times to talk and play?</li> </ol> <p><b>Essential Learning Tasks</b></p> <ul style="list-style-type: none"> <li>• Social skills (i.e. listening skills, communication skills, sharing, problem-solving/conflict resolution, taking turns, manners).</li> <li>• Use of “I-Messages”.</li> <li>• Tattling vs. reporting/telling.</li> <li>• Use self-control (i.e. appropriate times to talk and play).</li> <li>• What makes “me” unique</li> <li>• How am “I” different &amp; alike from others</li> <li>• Accepting others &amp; our own strengths &amp; stretches (limitations).</li> </ul> <p><b>Critical Vocabulary:</b> tolerance, empathy, diversity, respect, cooperation, conflict, teamwork, acceptance, flexibility</p>	<p><b>Recommended Resources:</b></p> <ul style="list-style-type: none"> <li>• iPad apps</li> <li>• Classroom Guidance Games</li> <li>• Social Thinking (SuperFlex)</li> <li>• Steps to Respect</li> <li>• Conscious Discipline</li> <li>• Rachel’s Challenge</li> </ul> <p><b>Assessment Tasks</b></p> <ul style="list-style-type: none"> <li>• Exit slips</li> <li>• EPR</li> <li>• Task completion</li> <li>• KAHOOT</li> <li>• Journal/self-reflection</li> <li>• Pre/Post tests</li> </ul>



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<b>Social and Emotional Development</b> <b>Standard 1:</b> <i>The student will acquire knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.</i>		
<b>Benchmark 3:</b> <i>The student will appreciate perspective and emotions of others.</i>		
Indicators	Implementation of Content and Learning Experiences	Resources and Assessed Performance
<p><b>The student . . .</b></p> <p>K-2.C.SE.3.1 identifies basic emotions of others</p> <p>K-2.C.SE.3.2 shows caring for others</p> <p>K-2.C.SE.3.3 develops necessary skills to participate in groups</p>	<p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. What are feelings that people experience through their day?</li> <li>2. How can you show kindness and compassion for others?</li> <li>3. What skills are helpful to along with others in a group?</li> </ol> <p><b>Essential Learning Tasks</b></p> <ul style="list-style-type: none"> <li>• Identifying facial expressions and body language of others</li> <li>• Demonstrates listening skills</li> <li>• Ability to take turns</li> <li>• Balance of being able to lead and follow</li> </ul> <p><b>Critical Vocabulary:</b> kindness, random acts of kindness, empathy, compassion, emotion, cooperation, teamwork</p>	<p><b>Recommended Resources:</b></p> <ul style="list-style-type: none"> <li>• Stress triggers for school</li> <li>• Conscious Discipline</li> <li>• Rachel's Challenge</li> <li>• Do2Learn.com</li> <li>• Relaxation techniques</li> <li>• Feeling scales</li> </ul> <p><b>Assessment Tasks</b></p> <ul style="list-style-type: none"> <li>• Exit slips</li> <li>• EPR</li> <li>• Task completion</li> <li>• Journal/self-reflection</li> </ul>



## Grades K-2 / Elementary Counseling Curriculum

<b>Social and Emotional Development</b> <b>Standard 2:</b> <i>The student will make decisions, set goals, and take necessary action to achieve goals.</i>		
<b>Benchmark 1:</b> <i>The student will acquire knowledge and skills to make decisions and set goals.</i>		
Indicators	Implementation of Content and Learning Experiences	Resources and Assessed Performance
<p><b>The student . . .</b></p> <p>K-2.CSE.2.1.1 makes decisions</p> <p>K-2.CSE.2.1.2 identifies choices and consequences</p> <p>K-2.CSE.2.1.3 identifies a goal and how to achieve it</p> <p>K-2.CSE.2.1.4 knows how to ask for help</p>	<p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. What are decisions that you make throughout your day?</li> <li>2. What are consequences?</li> <li>3. How do you set and achieve a goal?</li> <li>4. What are reasons people ask for help?</li> </ol> <p><b>Essential Learning Tasks</b></p> <ul style="list-style-type: none"> <li>• Develop an understanding of the relationship between behavior and consequence of that behavior (cause/effect)</li> <li>• Begin to recognize decisions as positive and negative</li> <li>• Understands when and how to ask for help</li> </ul> <p><b>Critical Vocabulary:</b> decision, consequence, cause and effect, achieve, choices, goals, honesty, responsibility, perseverance, problem solving</p>	<p><b>Recommended Resources:</b></p> <ul style="list-style-type: none"> <li>• Decision-making model</li> <li>• Rachel's Challenge</li> <li>• Steps to Respect</li> <li>• Classroom Guidance Games</li> <li>• Conscious Discipline conflict-resolution time machine</li> </ul> <p><b>Assessment Tasks</b></p> <ul style="list-style-type: none"> <li>• Exit slips</li> <li>• EPR</li> <li>• Task completion</li> <li>• Journal/self-reflection</li> </ul>



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<b>Social and Emotional Development</b> <b>Standard 3:</b> <i>The student will understand personal safety skills.</i>		
<b>Benchmark 1:</b> <i>The student will acquire personal safety skills and demonstrates digital citizenship.</i>		
Indicators	Implementation of Content and Learning Experiences	Resources and Assessed Performance
<p><b>The student . . .</b></p> <p>K-2.CSE.3.1.1 recognizes bullying and conflict</p> <p>K-2.CSE.3.1.2 recognizes refusal skills</p> <p>K-2.CSE.3.1.3 recognizes the differences between appropriate and inappropriate touch, personal boundaries, and rights</p> <p>K-2.CSE.3.1.4 demonstrates the safe use of personal information</p> <p>K-2.CSE.3.1.5 follows directions and rules to keep people safe</p>	<p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. What is the difference between bullying and conflict?</li> <li>2. What does it mean to refuse something?</li> <li>3. What is the difference between a welcome and unwelcome touch?</li> <li>4. What is personal safety information?</li> <li>5. What are some rules that help keep you safe?</li> </ol> <p><b>Essential Learning Tasks</b></p> <ul style="list-style-type: none"> <li>• Shows respect for personal space</li> <li>• Begins to develop refusal/avoidance skills</li> <li>• Recognizes the differences between bullying behaviors and respectful behaviors</li> <li>• Recognizes the responsibility of the target and bystander</li> <li>• Recognizes what personal information would be?</li> </ul> <p><b>Critical Vocabulary:</b> bullying, conflict, refuse, appropriate, inappropriate</p>	<p><b>Recommended Resources:</b></p> <ul style="list-style-type: none"> <li>• Steps to Respect</li> <li>• Sunflower House</li> <li>• CLA curriculum</li> <li>• Administrator (Code of Conduct)</li> <li>• ILA curriculum</li> </ul> <p><b>Assessment Tasks</b></p> <ul style="list-style-type: none"> <li>• Exit slips</li> <li>• EPR</li> <li>• Task completion</li> <li>• KAHOOT</li> <li>• Journal/self-reflection</li> <li>• Pre/Post tests</li> </ul>



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<b>Social and Emotional Development</b> <b>Standard 3:</b> <i>The student will understand personal safety skills.</i>		
<b>Benchmark 2:</b> <i>The student will acquire skills to ensure health and well-being.</i>		
Indicators	Implementation of Content and Learning Experiences	Resources and Assessed Performance
<p><b>The student . . .</b></p> <p>K-2.CSE.3.2.1 the student identifies healthy and unhealthy choices.</p> <p>K-2.CSE.3.2.2 develops self-control</p> <p>K-2.CSE.3.2.3 identifies unsafe choices and their consequences</p>	<p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. What are healthy choices and unhealthy choices?</li> <li>2. What is self-control?</li> <li>3. What are consequences for unsafe choices?</li> </ol> <p><b>Essential Learning Tasks</b></p> <ul style="list-style-type: none"> <li>• Begin to develop refusal/avoidance skills</li> <li>• Strategies for self-control</li> </ul> <p><b>Critical Vocabulary:</b> self-control, refusal, choices</p>	<p><b>Recommended Resources:</b></p> <ul style="list-style-type: none"> <li>• PE curriculum</li> <li>• Sunflower House</li> <li>• Relaxation techniques</li> </ul> <p><b>Assessment Tasks</b></p> <ul style="list-style-type: none"> <li>• Exit slips</li> <li>• EPR</li> <li>• Task completion</li> <li>• KAHOOT</li> <li>• Journal/self-reflection</li> <li>• Pre/Post tests</li> </ul>



## Grades K-2 / Elementary Counseling Curriculum

<b>Academic Development</b> <b>Standard 1:</b> <i>The student will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.</i> <b>Benchmark 1:</b> <i>The student will demonstrate academic self-confidence and skills and attitudes to enhance learning.</i>		
Indicators	Implementation of Content and Learning Experiences	Resources and Assessed Performance
<p><b>The student . . .</b></p> <p>K-2.CAD.1.1.1 demonstrates creative thinking and questioning skills</p> <p>K-2.CAD.1.1.2 identifies short and long term academic goals</p> <p>K-2.CAD.1.1.3 accepts challenges as essential to the learning process</p> <p>K-2.CAD.1.1.4 identifies use of time management, organizational and study skills necessary for academic success</p> <p>K-2.CSE.1.1.5 demonstrates a sense of belonging and self-confidence in achieving high-quality results and outcomes</p>	<p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. Why do we ask questions in multiple ways?</li> <li>2. Why do we set goals in school?</li> <li>3. How can mistakes help you learning?</li> <li>4. What skills help you to be a good student?</li> <li>5. What is a benefit of doing our best in school?</li> </ol> <p><b>Essential Learning Tasks</b></p> <ul style="list-style-type: none"> <li>• Is able to arrive at more than one way to solve a problem</li> <li>• Sets short/long term goals for academic improvement</li> <li>• Identify how past failures have led to new learning</li> </ul> <p><b>Critical Vocabulary:</b> goals, mistakes, skills</p>	<p><b>Recommended Resources:</b></p> <ul style="list-style-type: none"> <li>• Making the Link</li> <li>• iPad apps</li> <li>• Classroom Guidance Games</li> <li>• Social Thinking (SuperFlex)</li> <li>• Conscious Discipline</li> <li>• Cooperative Learning (Kagan Structures)</li> <li>• Zones of Regulation</li> </ul> <p><b>Assessment Tasks</b></p> <ul style="list-style-type: none"> <li>• Task completion</li> <li>• Exit slips</li> <li>• EPR</li> <li>• KAHOOT</li> <li>• Journal-Self-Reflection</li> <li>• Pre/Post Test</li> </ul>



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<b>Academic Development</b> <b>Standard 1:</b> <i>The student will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.</i> <b>Benchmark 2:</b> <i>The student will achieve school success.</i>		
Indicators	Implementation of Content and Learning Experiences	Resources and Assessed Performance
<p><b>The student . . .</b></p> <p>K-2.CAD.1.2.1 demonstrates creative and critical thinking skills that include questioning necessary for academic success</p> <p>K-2.CAD.1.2.2 demonstrates effective cooperative and collaborative skills</p> <p>K-2.CAD.1.2.3 applies perseverance and independent learning skills</p> <p>K-2.CAD.1.2.4 identifies short and long-term academic goals</p> <p>K-2.CSE.1.2.5 develops a positive attitude toward learning</p>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What skills do you need to be successful in school?</li> </ul> <p><b>Essential Learning Tasks</b></p> <ul style="list-style-type: none"> <li>• Is able to work together in a group</li> <li>• Is able to communicate ideas</li> <li>• Is able to ask for help when needed</li> <li>• Is able to stay on task even when work gets difficult</li> </ul> <p><b>Critical Vocabulary:</b> perseverance, independent learning, short term and long term goals, positive/negative attitudes</p>	<p><b>Recommended Resources:</b></p> <ul style="list-style-type: none"> <li>• Making the Link</li> <li>• iPad apps</li> <li>• Classroom Guidance Games</li> <li>• Social Thinking (SuperFlex)</li> <li>• Conscious Discipline</li> <li>• Cooperative Learning (Kagan Structures)</li> <li>• Zones of Regulation</li> <li>• <u>Winners Never Quit</u> by Mia Hamm</li> <li>• <u>That's My Story Too</u> by Kate Brambrut &amp; <u>Amy Sauder</u> Lehman</li> </ul> <p><b>Assessment Tasks</b></p> <ul style="list-style-type: none"> <li>• Task completion</li> <li>• Exit slips</li> <li>• EPR</li> <li>• KAHOOT</li> <li>• Journal-Self-Reflection</li> <li>• Pre/Post Test</li> </ul>





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**Academic Development**  
**Standard 2:** *The student will complete school with the academic preparation to choose from post-secondary options.*      **Benchmark 1:** *The student will plan to achieve goals for lifelong learning.*

Indicators	Implementation of Content and Learning Experiences	Resources and Assessed Performance
<p><b>The student . . .</b></p> <p>K-2.CAD.2.1.1 identifies short and long term academic goals</p> <p>K-2.CAD.2.1.2 practice self-assessment skills</p>	<p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. How do I set academic goals?</li> <li>2. How do I reflect on my learning?</li> </ol> <p><b>Essential Learning Tasks</b></p> <ul style="list-style-type: none"> <li>• Is able to set goals.</li> <li>• Is able to verbalize and/or write down what they have learned.</li> </ul> <p><b>Critical Vocabulary:</b> short term and long term goals, jobs, careers, higher education, college, tech and specialty schools</p>	<p><b>Recommended Resources:</b></p> <ul style="list-style-type: none"> <li>• Making the Link</li> <li>• iPad apps</li> <li>• Classroom Guidance Games</li> <li>• 7 Habits of Happy Kids by Sean Covey</li> <li>• School of Champions – A Study Skills Program for Younger Students by Rosanne Sheritz Sartori</li> <li>• Katie’s Rose</li> <li>• Fly to Success – Study and Work for Success</li> <li>• STEP UP to Better Grades by Robin Zorn</li> </ul> <p><b>Assessment Tasks</b></p> <ul style="list-style-type: none"> <li>• Task completion</li> <li>• Exit slips</li> <li>• EPR</li> <li>• KAHOOT</li> <li>• Journal-Self-Reflection</li> <li>• Pre/Post Test</li> </ul>



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<b>Academic Development</b> <b>Standard 3:</b> <i>The student will understand the relationship of academics to life skills and college and career readiness.</i> <b>Benchmark 1:</b> <i>The student will relate school to life experience.</i>		
Indicators	Implementation of Content and Learning Experiences	Resources and Assessed Performance
<p><b>The student . . .</b></p> <p>K-2.CAD.3.1.1 identifies academic skills used in the home, school, and community</p> <p>K-2.CAD.3.1.2 identifies life skills used in home, school, and community</p> <p>K-2.CAD.3.1.3 prepares for transition from home to school</p>	<p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. How can I show responsibility at school, at home, and in the community?</li> <li>2. How can I be flexible?</li> </ol> <p><b>Essential Learning Tasks</b></p> <ul style="list-style-type: none"> <li>• Is able to describe chores they have at home and at school</li> <li>• Is able to explain the importance of coming to school on time and completing school work on time</li> <li>• Is able to take care of their surroundings in our community</li> </ul> <p><b>Critical Vocabulary:</b> community, responsibility, chores, time management, flexible</p>	<p><b>Recommended Resources:</b></p> <ul style="list-style-type: none"> <li>• Making the Link</li> <li>• iPad apps</li> <li>• Classroom Guidance Games</li> <li>• 7 Habits of Happy Kids by Sean Covey</li> <li>• School of Champions – A Study Skills Program for Younger Students by Rosanne Sheritz Sartori</li> <li>• Katie’s Rose</li> <li>• Fly to Success – Study and Work for Success</li> <li>• STEP UP to Better Grades by Robin Zorn</li> <li>• Howard B Wigglebottom books by Howard B. Binkow</li> <li>• Incredible Flexible You by Kari Zweber Palmer, Michelle Garcia Winner, Nancy Tarshis, Ryan Hendrix</li> </ul> <p><b>Assessment Tasks</b></p> <ul style="list-style-type: none"> <li>• Task completion</li> <li>• Exit slips</li> <li>• EPR</li> <li>• KAHOOT</li> <li>• Journal-Self-Reflection</li> <li>• Pre/Post Test</li> </ul>



## Grades K-2 / Elementary Counseling Curriculum

<b>Career Development</b> <b>Standard 1: The student will acquire the skills to investigate career.      Benchmark 1: The student will develop career awareness.</b>		
Indicators	Implementation of Content and Learning Experiences	Resources and Assessed Performance
<p><b>The student . . .</b></p> <p>K-2.CCD.1.1.1 identifies work and skills of self and family members</p> <p>K-2.CCD.1.1.2 recognizes that men and women can do the same work</p> <p>K-2.CCD.1.1.3 identifies and becomes aware of occupations in the school and community; recognizes that all work has value.</p>	<p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. What skills do you have that help you do work at school and at home?</li> <li>2. What kind of occupations can you find in the community?</li> <li>3. Why is work important?</li> </ol> <p><b>Essential Learning Tasks</b></p> <ul style="list-style-type: none"> <li>• Is able to identify that school is their job.</li> <li>• Is able to identify areas of strength.</li> <li>• Is able to identify jobs in the school, home and community.</li> <li>• Is able to recognize that men and women can do the same work.</li> <li>• Is able to identify the difference between and careers.</li> </ul> <p><b>Critical Vocabulary:</b> jobs, careers, occupations, work habits, strengths, hobbies</p>	<p><b>Recommended Resources:</b></p> <ul style="list-style-type: none"> <li>• <u>You Can Be Anything</u> by Charles Schultz</li> <li>• <u>LMNO Peas</u> by Keith Baker</li> <li>• <u>Whose Tools are These?</u> by Sharon Katz Cooper</li> <li>• <u>Whose Vehicle is This?</u> by Sharon Katz Cooper</li> <li>• <u>What Shoes Will You Wear</u> by Julia Cook</li> <li>• <u>When I Grow Up</u> by Al Yankovic</li> <li>• Classroom Guidance Games</li> </ul> <p><b>Assessment Tasks</b></p> <ul style="list-style-type: none"> <li>• Pretest/Posttest</li> <li>• Exit Slips</li> <li>• EPR</li> <li>• KAHOTS</li> <li>• Nearpod</li> <li>• Journal or written responses</li> </ul>



## Grades K-2 / Elementary Counseling Curriculum

<b>Career Development</b> <b>Standard 1:</b> <i>The student will acquire the skills to investigate career.</i> <b>Benchmark 2:</b> <i>The student will develop employment readiness.</i>		
Indicators	Implementation of Content and Learning Experiences	Resources and Assessed Performance
<p><b>The student . . .</b></p> <p>K-2.CCD.1.2.1 Identifies and communicates goals.</p> <p>K-2.CCD.1.2.2 describes personal strengths and interests</p> <p>K-2.CCD.1.2.3 develops good work habits</p> <p>K-2.CCD.1.2.4 makes choices and describes consequences of those choices</p>	<p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. Why is it important to set and achieve goals?</li> <li>2. What are some of your personal strengths?</li> <li>3. What are some of your interests?</li> <li>4. How do workers use tools to help them perform tasks?</li> </ol> <p><b>Essential Learning Tasks</b></p> <p>Is able to connect academic success to career success.            Is able to describe personal strength and interests            Is able to demonstrate good work habits.            Is able to describe positive and negative consequences of the choices they make.</p> <p><b>Critical Vocabulary:</b> consequences, choices, work habits, strengths, interests, success</p>	<p><b>Recommended Resources:</b></p> <ul style="list-style-type: none"> <li>• <u>You Can Be Anything</u> by Charles Schultz</li> <li>• <u>LMNO Peas</u> by Keith Baker</li> <li>• <u>Whose Tools are These?</u> by Sharon Katz Cooper</li> <li>• <u>Whose Vehicle is This?</u> by Sharon Katz Cooper</li> <li>• <u>What Shoes Will You Wear</u> by Julia Cook</li> <li>• <u>When I Grow Up</u> by Al Yankovic</li> <li>• Classroom Guidance Games</li> </ul> <p><b>Assessment Tasks</b></p> <ul style="list-style-type: none"> <li>• Pretest/Posttest</li> <li>• Exit Slips</li> <li>• EPR</li> <li>• KAHoots</li> <li>• Journal or written responses</li> </ul>



## Grades K-2 / Elementary Counseling Curriculum

<p><b>Career Development</b>  <b>Standard 2:</b> <i>The student will employ strategies to achieve future career goals with success and satisfaction.</i>    <b>Benchmark 1:</b> <i>The student will acquire career information.</i></p>		
Indicators	Implementation of Content and Learning Experiences	Resources and Assessed Performance
<p><b>The student . . .</b></p> <p>K-2.CCD.2.2.1 identifies workers in various settings and their tasks.</p>	<p><b>Essential Questions:</b> How do workers use tools to help them perform tasks?</p> <p><b>Essential Learning Tasks</b> Is able to identify workers at home, school and community.</p> <p><b>Critical Vocabulary:</b> community</p>	<p><b>Recommended Resources:</b></p> <ul style="list-style-type: none"> <li>• <u>You Can Be Anything</u> by Charles Schultz</li> <li>• <u>LMNO Peas</u> by Keith Baker</li> <li>• <u>Whose Tools are These?</u> by Sharon Katz Cooper</li> <li>• <u>Whose Vehicle is This?</u> by Sharon Katz Cooper</li> <li>• <u>What Shoes Will You Wear</u> by Julia Cook</li> <li>• <u>When I Grow Up</u> by Al Yankovic</li> <li>• Classroom Guidance Games</li> </ul> <p><b>Assessment Tasks</b></p> <ul style="list-style-type: none"> <li>• Pretest/Posttest</li> <li>• Exit Slips</li> <li>• EPR</li> <li>• KAHOOTs</li> <li>• Journal or written responses</li> </ul>



## Grades K-2 / Elementary Counseling Curriculum

<b>Career Development</b> <b>Standard 2:</b> <i>The student will employ strategies to achieve future career goals with success and satisfaction.</i> <b>Benchmark 2:</b> <i>The student will identify career goals.</i>		
Indicators	Implementation of Content and Learning Experiences	Resources and Assessed Performance
<p><b>The student . . .</b></p> <p>K-2.CCD.2.2.1 identifies goals.</p> <p>K-2.CCD.2.2.2 develops plans to achieve goals.</p>	<p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. What kind jobs are you interested in when you grow up?</li> <li>2. What are goals that will help you with your future career?</li> </ol> <p><b>Essential Learning Tasks</b></p> <ul style="list-style-type: none"> <li>• Is able to identify goals</li> <li>• Is able to achieve goals that they set</li> </ul> <p><b>Critical Vocabulary:</b> achieve, goals</p>	<p><b>Recommended Resources:</b></p> <ul style="list-style-type: none"> <li>• <u>You Can Be Anything</u> by Charles Schultz</li> <li>• <u>LMNO Peas</u> by Keith Baker</li> <li>• <u>Whose Tools are These?</u> by Sharon Katz Cooper</li> <li>• <u>Whose Vehicle is This?</u> by Sharon Katz Cooper</li> <li>• <u>What Shoes Will You Wear</u> by Julia Cook</li> <li>• <u>When I Grow Up</u> by Al Yankovic</li> <li>• Classroom Guidance Games</li> </ul> <p><b>Assessment Tasks</b></p> <ul style="list-style-type: none"> <li>• Pretest/Posttest</li> <li>• Exit Slips</li> <li>• EPR</li> <li>• KAHOTS</li> <li>• Journal or written responses</li> </ul>



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<b>Career Development</b> <b>Standard 3:</b> <i>The student will understand the relationship between personal qualities, education, training and career.</i> <span style="float: right;"><b>Benchmark 1:</b> <i>The student will acquire knowledge to achieve career goals.</i></span>		
Indicators	Implementation of Content and Learning Experiences	Resources and Assessed Performance
<p><b>The student . . .</b></p> <p>K-2.CCD.2.2.1 identifies workers in various settings and their tasks.</p>	<p><b>Essential Questions:</b> How do workers use tools to help them perform tasks?</p> <p><b>Essential Learning Tasks</b> Is able to identify workers at home, school and community.</p> <p><b>Critical Vocabulary:</b> community</p>	<p><b>Recommended Resources:</b></p> <ul style="list-style-type: none"> <li>• <u>You Can Be Anything</u> by Charles Schultz</li> <li>• <u>LMNO Peas</u> by Keith Baker</li> <li>• <u>Whose Tools are These?</u> by Sharon Katz Cooper</li> <li>• <u>Whose Vehicle is This?</u> by Sharon Katz Cooper</li> <li>• <u>What Shoes Will You Wear</u> by Julia Cook</li> <li>• <u>When I Grow Up</u> by Al Yankovic</li> <li>• Classroom Guidance Games</li> </ul> <p><b>Assessment Tasks</b></p> <ul style="list-style-type: none"> <li>• Pretest/Posttest</li> <li>• Exit Slips</li> <li>• EPR</li> <li>• KAHOOTS</li> <li>• Journal or written responses</li> <li>•</li> </ul>



## Grades K-2 / Elementary Counseling Curriculum

<b>Career Development</b> <b>Standard 3:</b> <i>The student will understand the relationship between</i> <b>Benchmark 2:</b> <i>The student will apply skills to achieve career goals.</i> <i>personal qualities, education, training, and career success.</i>		
Indicators	Implementation of Content and Learning Experiences	Resources and Assessed Performance
<p><b>The student . . .</b></p> <p>K-2.CCD.3.2.1 develops good work habits</p> <p>K-2.CCD.3.2.2 develops interpersonal skills</p> <p>K-2.CCD.3.2.3 develops teamwork skills</p>	<p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. How can we practice good work habits at school?</li> <li>2. Why is it important to practice cooperation skills?</li> <li>3. What makes good teamwork?</li> </ol> <p><b>Essential Learning Tasks</b></p> <ul style="list-style-type: none"> <li>• Is able to describe good work habits</li> <li>• Is able to improve on interpersonal skills</li> <li>• Is able to work together</li> </ul> <p><b>Critical Vocabulary:</b> teamwork, cooperation, good work habits</p>	<p><b>Recommended Resources:</b></p> <ul style="list-style-type: none"> <li>• <u>You Can Be Anything</u> by Charles Schultz</li> <li>• <u>LMNO Peas</u> by Keith Baker</li> <li>• <u>Whose Tools are These?</u> by Sharon Katz Cooper</li> <li>• <u>Whose Vehicle is This?</u> by Sharon Katz Cooper</li> <li>• <u>What Shoes Will You Wear</u> by Julia Cook</li> <li>• <u>When I Grow Up</u> by Al Yankovic</li> <li>• Classroom Guidance Games</li> </ul> <p><b>Assessment Tasks</b></p> <ul style="list-style-type: none"> <li>• Pretest/Posttest</li> <li>• Exit Slips</li> <li>• EPR</li> <li>• KAHOOTs</li> <li>• Journal or written responses</li> </ul>