



Elementary Counseling Curriculum, Grades 3-5

Social and Emotional Development

Standard 1: *The student will acquire knowledge, attitudes, and interpersonal skills to 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>The student . . .</p> <p>3-5.CSE.1.1.1 — identifies positive attitudes toward self</p> <p>3-5.CSE.1.1.2 — recognizes and expresses feelings in an appropriate manner</p> <p>3-5.CSE.1.1.3 — recognizes the effects of responsible behavior</p> <p>3-5.CSE.1.1.4 — identifies resources in the school and community that provide assistance</p> <p>3-5.CSE.1.1.5 — recognizes impact of personal, family, and social changes</p>	<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. How can I have a positive attitude towards myself? 2. How can I recognize my feelings and know appropriate ways to handle them? 3. What are the consequences of my behavior and how can I recognize responsible behavior? 4. Who are the resources in my community/school/home that can help me? 5. How do changes impact self, family and others? <p>Essential Learning Tasks:</p> <ul style="list-style-type: none"> • Identifies what having a positive self-esteem means • Identifies what responsible behavior looks like • Lists people they can ask for help <p>Critical Vocabulary: feelings, respect, responsibility, self-esteem, positive attitude, consequences, coping skills, impact, helpful adults</p>	<p>Recommended Resources:</p> <ul style="list-style-type: none"> • iPad apps • Classroom Guidance Games • PlantLoveGrow.com • Feelings Bingo • Social Thinking (SuperFlex) • 5-Point Scale • Conscious Discipline • Rachel’s Challenge • Bully Prevention curriculum <p>Assessment Tasks</p> <ul style="list-style-type: none"> • Exit slips • EPR • Task completion • KAHOOT • Journal/self-reflection • Pretest/Posttest

Elementary Counseling Curriculum, Grades 3-5

Social and Emotional Development

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

Benchmark 2: *The student will acquire and use interpersonal skills.*

Indicators	Implementation of Content and Learning Experiences	Resources and Assessed Performance
<p>The student . . .</p> <p>3-5.CSE.1.2.1 — demonstrates effective communication skills</p> <p>3-5.CSE.1.2.2 — recognizes and demonstrates the skills necessary to make and keep friends</p> <p>3-5.CSE.1.2.3 — understands how behavior affects school and family relationships</p> <p>3-5.CSE.1.2.4 — develops an appreciation of individual and cultural differences</p> <p>3-5.CSE.1.2.5 — learns that cooperation takes thought and planning</p> <p>3-5.CSE.1.2.6 — demonstrates self-management/self-regulation in the ability to consider another’s perspective</p>	<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. How can I communicate my thoughts respectfully? 2. How can I make and keep friends? 3. How does my behavior affect others? 4. In what ways do I show that I appreciate others’ individual and cultural differences? 5. How can I cooperate and get along with others? 6. How can I show respect for another’s perspective? <p>Essential Learning Tasks</p> <ul style="list-style-type: none"> • Understands and uses I-messages • Demonstrates ability to reflect on feelings • Demonstrates effective communication skills <p>Critical Vocabulary: communication, cooperation, body language, tone of voice, friendship, acceptance, perspective, empathy, compassion</p>	<p>Recommended Resources:</p> <ul style="list-style-type: none"> • iPad apps • Classroom Guidance Games • Social Thinking (SuperFlex) • Bully Prevention curriculum • Conscious Discipline • Rachel’s Challenge • Social maps <p>Assessment Tasks</p> <ul style="list-style-type: none"> • Exit slips • EPR • Task completion • KAHOOT • Journal/self-reflection • Pretest/Posttests

Elementary Counseling Curriculum, Grades 3-5

Social and Emotional Development

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

Benchmark 3: *The student will consider perspective and emotions of others.*

Indicators	Implementation of Content and Learning Experiences	Resources and Assessed Performance
<p>The student . . .</p> <p>3-5.CSE.1.3.1 — recognizes a broader spectrum of emotions</p> <p>3-5.CSE.1.3.2 — consider the differences of emotions people experience</p> <p>3-5.CSE.1.3.3 — initiates a caring response</p> <p>3-5.CSE.1.3.4 — demonstrates necessary skills to participate in diverse groups</p>	<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. What are different intensities of the four core feelings (happy, angry, sad, and scared)? 2. How can I show consideration for another’s feelings? 3. How can I respond in a caring way? 4. How do I work in a group with people different from me? <p>Essential Learning Tasks:</p> <ul style="list-style-type: none"> • Knows appropriate responses to a variety of feeling levels • Completes social maps • Shows skills necessary to successful group participation <p>Critical Vocabulary: intensity, consideration, empathy, compassion, diverse, emotions</p>	<p>Recommended Resources:</p> <ul style="list-style-type: none"> • Stress triggers for school • Conscious Discipline • Rachel’s Challenge • Do2Learn.com • Relaxation techniques • Bully Prevention curriculum • Feelings scale • Social mapping templates <p>Assessment Tasks</p> <ul style="list-style-type: none"> • Exit slips • EPR • Task completion • Journal/self-reflection

Elementary Counseling Curriculum, Grades 3-5

Social and Emotional Development

Standard 2: *The student will make decisions, set goals, and take necessary action to achieve goals.*

Benchmark 1: *The student will acquire knowledge and skills to make decisions and set goals.*

Indicators	Implementation of Content and Learning Experiences	Resources and Assessed Performance
<p>The student . . .</p> <p>3-5.CSE.2.1.1 — learns the importance of setting goals</p> <p>3-5.CSE.2.1.2 — recognizes the relationship between choices and consequences</p> <p>3-5.CSE.2.1.3 — learns and uses a decision-making and problem-solving model</p> <p>3-5.CSE.2.1.4 — identifies resources to solve problems and make decisions</p>	<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. Why is it important to set goals? 2. How are choices and consequences related? 3. How can I use the decision-making and problem-solving model? 4. Who or what can I utilize to help me solve problems and make decisions? <p>Essential Learning Tasks:</p> <ul style="list-style-type: none"> • Sets and reflects upon an academic and/or social goal <p>Critical Vocabulary: short-term goal, long-term goal, choices, consequences, resources</p>	<p>Recommended Resources:</p> <ul style="list-style-type: none"> • Decision-making model • If/Then statements • Rachel’s Challenge • Bully Prevention curriculum • Classroom Guidance Games • Conscious Discipline conflict-resolution time machine <p>Assessment Tasks</p> <ul style="list-style-type: none"> • Exit slips • EPR • Task completion • Journal/self-reflection

Elementary Counseling Curriculum, Grades 3-5

Social and Emotional Development

Standard 3: *The student will understand personal safety skills.*

Benchmark 1: *The student will acquire personal safety skills and demonstrate digital citizenship.*

Indicators	Implementation of Content and Learning Experiences	Resources and Assessed Performance
<p>The student . . .</p> <p>3-5.CSE.3.1.1 — recognizes the difference between bullying and conflict</p> <p>3-5.CSE.3.1.2 — recognizes and applies refusal skills</p> <p>3-5.CSE.3.1.3 — explores problems associated with the use of personal information (CLA)</p> <p>3-5.CSE.3.1.4 — recognizes the relationship between directions, rules, laws and personal and school safety</p> <p>3-5.CSE.3.1.5 — reports incidents of unsafe use of personal information (CLA)</p>	<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. What is the difference between bullying and conflict? 2. What are ways I can refuse unsafe situations? 3. CLA curriculum 4. How do directions, rules, and laws keep me and others safe? 5. CLA curriculum <p>Essential Learning Tasks:</p> <ul style="list-style-type: none"> • Knows 3 R's (Recognize, Refuse & Report) • Understands the definition and identify consequences of bullying behavior • Identifies the 4 types of abuses (physical, emotional, sexual & neglect) <p>Critical Vocabulary: bullying, conflict, assertiveness, reporting, tattling, personal safety, digital citizenship</p>	<p>Recommended Resources:</p> <ul style="list-style-type: none"> • Bullying prevention curriculum • Sunflower House • CLA curriculum • Administrator (Code of Conduct) <p>Assessment Tasks</p> <ul style="list-style-type: none"> • Exit slips • EPR • Task completion • KAHOOT • Journal/self-reflection • Pretests/Posttests

Elementary Counseling Curriculum, Grades 3-5

Social and Emotional Development

Standard 3: The student will understand personal safety issues and skills.

Benchmark 2: The students will acquire skills to ensure health and well-being.

Indicators	Implementation of Content and Learning Experiences	Resources and Assessed Performance
<p>The student . . .</p> <p>3-5.CSE.3.2.1 — identifies and demonstrates healthy and unhealthy choices (PE)</p> <p>3-5.CSE.3.2.2 — develops and practices self-discipline and self-control</p> <p>3-5.CSE.3.2.3 — identifies risk-taking behaviors and understands consequences</p>	<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. What are examples of healthy and unhealthy choices? 2. How do I practice self-discipline and self-control in making healthy choices? 3. What is the difference between healthy and unhealthy risk-taking? <p>Essential Learning Tasks:</p> <ul style="list-style-type: none"> • Lists examples of healthy and unhealthy choices • Maintains self-control • Lists examples of risk-taking behaviors and possible consequences • Recognizes refusal-avoidance skills <p>Critical Vocabulary: self-discipline, self-control, risk-taking, healthy and unhealthy choices, consequences</p>	<p>Recommended Resources:</p> <ul style="list-style-type: none"> • PE curriculum • Sunflower House • Relaxation techniques <p>Assessment Tasks</p> <ul style="list-style-type: none"> • Exit slips • EPR • Task completion • KAHOOT • Journal/self-reflection • Pretests/Posttests

Elementary Counseling Curriculum, Grades 3-5

Academic Development

Standard 1: *The student will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.*

Benchmark 1: *The student will demonstrate academic self-confidence and skills and attitudes to enhance learning.*

Indicators	Implementation of Content and Learning Experiences	Resources and Assessed Performance
<p>The student . . .</p> <p>3-5.CAD.1.1.1 — demonstrates critical thinking skills to make informed decisions that promote academic success</p> <p>3-5.CAD.1.1.2 — identifies short- and long-term academic goals</p> <p>3-5.CAD.1.1.3 — accepts challenges as essential to the learning process</p> <p>3-5.CAD.1.1.4 — identifies use of time management, organization and study skills necessary for academic success</p> <p>3-5.CAD.1.1.5 — demonstrates a personal trust, sense of belonging and self-confidence in achieving high-quality results and outcomes</p> <p>3-5.CAD.1.1.6 — demonstrates positive attitude and perseverance toward work and learning</p>	<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. How can I demonstrate critical thinking skills? 2. What are academic goals? 3. What are challenges to my learning? 4. What makes me successful? 5. How do I show self-confidence? 6. How do I show perseverance? <p>Essential Learning Tasks:</p> <ul style="list-style-type: none"> • Identifies strengths and challenges in their learning • Is able to set academic goals • Understands characteristics that contribute to school success • Identifies skills for achieving school success <p>Critical Vocabulary: perseverance, strategies, skills, goals, self-confidence, positive attitude, success</p>	<p>Recommended Resources:</p> <ul style="list-style-type: none"> • Making the Link resources • “Wilma Unlimited” book • “Winners Never Quit” by Mia Hamm • “Salt in His Shoes” by Deloris Jordan <p>Assessment Tasks</p> <ul style="list-style-type: none"> • Exit slips • EPR • Task completion • KAHOOT • Journal/self-reflection • Pretests/Posttests

Elementary Counseling Curriculum, Grades 3-5

Academic Development

Standard 1: *The student will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.*

Benchmark 2: *The student will achieve school success.*

Indicators	Implementation of Content and Learning Experiences	Resources and Assessed Performance
<p>The student . . .</p> <p>3-5.CAD.1.2.1 — demonstrates critical thinking that includes skills in consideration of accuracy, relevance and significance in learning situations</p> <p>3-5.CAD.1.2.2 — demonstrates independent, cooperative and collaborative skills to complete academic tasks</p> <p>3-5.CAD.1.2.3 — recognizes the importance of effort and persistence to promote academic success</p> <p>3-5.CAD.1.2.4 — recognizes the importance of regular school attendance</p> <p>3-5.CAD.1.2.5 — practices effective learning and test-taking strategies</p> <p>3-5.CAD.1.2.6 — recognizes the importance of effort and persistence to achieve academic success</p> <p>3-5.CAD.1.2.7 — uses appropriate communication skills to seek assistance</p> <p>3-5.CAD.1.2.8 — actively engages in challenging coursework</p>	<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. Why is learning important? 2. What skills are important for learning? 3. Why is effort important in learning? 4. Why is it important to be at school? 5. What are the learning strategies that work best for me? 6. How do I ask for help? 7. How do I show perseverance? <p>Essential Learning Tasks:</p> <ul style="list-style-type: none"> • Demonstrates basic learning and test-taking strategies • Demonstrates understanding of critical thinking skills • Utilizes strategies to handle testing anxiety • Utilizes effective communication skills <p>Critical Vocabulary: critical thinking, persistence, perseverance, strategies, testing anxiety, attendance</p>	<p>Recommended Resources:</p> <ul style="list-style-type: none"> • Making the Link resources • “Tyler Tames the Testing Tiger” • “Testing Miss Malarkey” • “Thank You Mr. Faulkner” <p>Assessment Tasks</p> <ul style="list-style-type: none"> • Exit slips • EPR • Task completion • KAHOOT • Journal/self-reflection • Pretests/Posttests

Elementary Counseling Curriculum, Grades 3-5

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>The student . . .</p> <p>3-5.CAD.2.1.1 — practices setting short- and long-term academic goals</p> <p>3-5.CAD.2.1.2 — demonstrates self-assessment skills</p>	<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. How do I set academic goals? 2. How can I reflect on my learning? <p>Essential Learning Tasks:</p> <ul style="list-style-type: none"> • Sets & reflects on academic goals <p>Critical Vocabulary: goals, self-assessment</p>	<p>Recommended Resources:</p> <ul style="list-style-type: none"> • Making the Link resources <p>Assessment Tasks</p> <ul style="list-style-type: none"> • Exit slips • EPR • Task completion • KAHOOT • Journal/self-reflection • Pretests/Posttests

Elementary Counseling Curriculum, Grades 3-5

Academic Development

Standard 3: The student will understand the relationship of academics to life skills and college and career readiness.

Benchmark 1: The student will relate school to life experience.

Indicators	Implementation of Content and Learning Experiences	Resources and Assessed Performance
<p>The student . . .</p> <p>3-5.CAD.3.1.1 — use academic skills to balance home, school and community activities</p> <p>3-5.CAD.3.1.2 — applies life skills in the home, school and community</p> <p>3-5.CAD.3.1.3 — demonstrates individual responsibility for educational tasks and skills</p> <p>3-5.CAD.3.1.4 — manages transitions and adapts to changing academic situations and responsibilities</p>	<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. How can I balance my time? 2. How do I use life skills effectively across all areas of my life? 3. How do I show responsibility for my educational success? 4. How can I be flexible with school responsibilities? <p>Essential Learning Tasks:</p> <ul style="list-style-type: none"> • Completes transition activities for grade 5 to middle school • Demonstrates knowledge of strategies to help them manage time and complete tasks <p>Critical Vocabulary: balance, community, life skills, transitions, flexibility, time management</p>	<p>Recommended Resources:</p> <ul style="list-style-type: none"> • Making the Link resources • District middle school transition lessons (minimum 2) • Study skills activities <p>Assessment Tasks</p> <ul style="list-style-type: none"> • Exit slips • EPR • Task completion • KAHOOT • Journal/self-reflection • Pretests/Posttests

Elementary Counseling Curriculum, Grades 3-5

Career Development

Standard 1: *The student will acquire the skills to investigate careers in relation to knowledge of self and to make informed career decisions.*

Benchmark 1: *The student will develop career awareness.*

Indicators	Implementation of Content and Learning Experiences	Resources and Assessed Performance
<p>The student . . .</p> <p>3-5.CCD.1.1.1 — develops awareness of career interests and related occupations</p> <p>3-5.CCD.1.1.2 — develops awareness of non-traditional occupations and stereotypes</p> <p>3-5.CCD.1.1.3 — recognizes and describes the various life roles people play</p> <p>3-5.CCD.1.1.4 — recognizes that all work has value</p>	<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. How are my interests related to careers? 2. What are non-traditional occupations and stereotypes? 3. What are the life roles people play? 4. Why is work important? <p>Essential Learning Tasks:</p> <ul style="list-style-type: none"> • Has an awareness of the multitude of jobs available • Identifies career stereotypes and non-traditional occupations <p>Critical Vocabulary: non-traditional occupations, stereotypes, life role, career</p>	<p>Recommended Resources:</p> <ul style="list-style-type: none"> • Making the Link resources • Classroom Guidance Games <p>Assessment Tasks</p> <ul style="list-style-type: none"> • Exit slips • EPR • Task completion • KAHOOT • Journal/self-reflection • Pretests/Posttests

Elementary Counseling Curriculum, Grades 3-5

Career Development

Standard 1: *The student will acquire the skills to investigate careers in relation to knowledge of self and to make informed career decisions.*

Benchmark 2: *The student will develop employment readiness.*

Indicators	Implementation of Content and Learning Experiences	Resources and Assessed Performance
<p>The student . . .</p> <p>3-5.CCD.1.2.1 — makes informed decisions, solves problems and sets goals</p> <p>3-5.CCD.1.2.2 — demonstrates cooperative work habits</p> <p>3-5.CCD.1.2.3 — demonstrates being a positive team member</p> <p>3-5.CCD.1.2.4 — demonstrates effective communication skills</p> <p>3-5.CCD.1.2.5 — identifies, describes and recognizes consequences of decisions</p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What are the skills needed for employment readiness? <p>Essential Learning Tasks:</p> <ul style="list-style-type: none"> • Makes connections with daily work habits and employment readiness <p>Critical Vocabulary: employment readiness, cooperation, decision-making, work habits, team member, communication</p>	<p>Recommended Resources:</p> <ul style="list-style-type: none"> • Making the Link resources <p>Assessment Tasks</p> <ul style="list-style-type: none"> • Exit slips • EPR • Task completion • KAHOOT • Journal/self-reflection • Pretests/Posttests

Elementary Counseling Curriculum, Grades 3-5

Career Development

Standard 2: *The student will employ strategies to achieve future career goals with success and satisfaction.*

Benchmark 1: *The student will acquire career information.*

Indicators	Implementation of Content and Learning Experiences	Resources and Assessed Performance
<p>The student . . .</p> <p>3-5.CCD.2.1.1 — identifies career fields</p> <p>3-5.CCD.2.1.2 — describes business and industry in the community and its contribution</p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> • Using what I know about myself, can I identify a career that is of interest to me? <p>Essential Learning Tasks:</p> <ul style="list-style-type: none"> • Displays basic knowledge of career fields <p>Critical Vocabulary: career fields, interest inventory, community</p>	<p>Recommended Resources:</p> <ul style="list-style-type: none"> • Making the Link resources • Interest inventories • Classroom Guidance Games <p>Assessment Tasks</p> <ul style="list-style-type: none"> • Exit slips • EPR • Task completion • KAHOOT • Journal/self-reflection • Pretests/Posttests

Elementary Counseling Curriculum, Grades 3-5

Career Development

Standard 2: *The student will employ strategies to achieve future career goals with success and satisfaction.*

Benchmark 2: *The student will identify career goals.*

Indicators	Implementation of Content and Learning Experiences	Resources and Assessed Performance
<p>The student . . .</p> <p>3-5.CCD.2.2.1 — identifies challenging goals</p> <p>3-5.CCD.2.2.2 — develops plan to achieve goals</p>	<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. What makes a goal challenging? 2. How do I develop a plan to achieve my career goals? <p>Essential Learning Tasks:</p> <ul style="list-style-type: none"> • Makes plans for career goals <p>Critical Vocabulary: goal, career</p>	<p>Recommended Resources:</p> <ul style="list-style-type: none"> • Making the Link resources <p>Assessment Tasks</p> <ul style="list-style-type: none"> • Exit slips • EPR • Task completion • KAHOOT • Journal/self-reflection • Pretests/Posttests

Elementary Counseling Curriculum, Grades 3-5

Career Development

Standard 3: The student will understand the relationship between personal qualities, education, training, and career success.

Benchmark 1: The student will acquire knowledge to achieve career goals.

Indicators	Implementation of Content and Learning Experiences	Resources and Assessed Performance
<p>The student . . .</p> <p>K-2.CCD.3.1.1 — identifies personal skills and talent</p> <p>K-2.CCD.3.1.2 — describes work tasks, roles, and responsibilities</p> <p>K-2.CCD.3.1.3 — describes the characteristics and habits of a good worker</p> <p>K-2.CCD.3.1.4 — describes home and school responsibilities</p>	<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. What talents do you have? 2. How do you show responsibility now? How do you plan to show responsibility in the future? 3. What skills make good workers? <p>Essential Learning Tasks</p> <ul style="list-style-type: none"> • Is able to identify skills of self and others • Is able to describe work tasks, roles and responsibilities • Is able to describe the characteristics and habits of a good worker • Is able to identify jobs at school and home. <p>Critical Vocabulary: chores, characteristics, responsibilities</p>	<p>Recommended Resources:</p> <ul style="list-style-type: none"> • “You Can Be Anything” by Charles Schultz • “LMNO Peas” by Keith Baker • “Whose Tools are These?” by Sharon Katz Cooper • “Whose Vehicle is This?” by Sharon Katz Cooper • “What Shoes Will You Wear” by Julia Cook • “When I Grow Up” by Al Yankovic • Classroom Guidance Games <p>Assessment Tasks</p> <ul style="list-style-type: none"> • Pretest/Posttest • Exit slips • EPR • KAHOTS • Journal or written responses

Elementary Counseling Curriculum, Grades 3-5

Career Development

Standard 3: The student will understand the relationship between personal qualities, education, training, and career success.

Benchmark 2: The student will apply skills to achieve career goals.

Indicators	Implementation of Content and Learning Experiences	Resources and Assessed Performance
<p>The student . . .</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>Essential Questions:</p> <ol style="list-style-type: none"> 1. How can we practice good work habits at school? 2. Why is it important to practice cooperation skills? 3. What makes good teamwork? <p>Essential Learning Tasks</p> <ul style="list-style-type: none"> • Is able to describe good work habits • Is able to improve on interpersonal skills • Is able to work together <p>Critical Vocabulary: teamwork, cooperation, good work habits</p>	<p>Recommended Resources:</p> <ul style="list-style-type: none"> • “You Can Be Anything” by Charles Schultz • “LMNO Peas” by Keith Baker • “Whose Tools are These?” by Sharon Katz Cooper • “Whose Vehicle is This?” by Sharon Katz Cooper • “What Shoes Will You Wear” by Julia Cook • “When I Grow Up” by Al Yankovic • Classroom Guidance Games <p>Assessment Tasks</p> <ul style="list-style-type: none"> • Pretest/Posttest • Exit slips • EPR • KAHOTS • Journal or written responses