



# Elementary Counseling Curriculum, Grades K-2

## 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>

# Elementary Counseling Curriculum, Grades K-2

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

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 and our own strengths and 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>• Pretest/Posttest</li> </ul>

# Elementary Counseling Curriculum, Grades K-2

## 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 3:** *The student will appreciate perspective and emotions of others.*

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>

# Elementary Counseling Curriculum, Grades K-2

## 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><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>

# Elementary Counseling Curriculum, Grades K-2

## 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><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>• Pretest/Posttest</li> </ul>

# Elementary Counseling Curriculum, Grades K-2

## Social and Emotional Development

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

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

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>• Pretest/Posttest</li> </ul>

# Elementary Counseling Curriculum, Grades K-2

## 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><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>• Pretest/Posttest</li> </ul>

# Elementary Counseling Curriculum, Grades K-2

## 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><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>• “Winners Never Quit” by Mia Hamm</li> <li>• “That’s My Story Too” by Kate Brambrut and Amy Sauder 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>



# Elementary Counseling Curriculum, Grades K-2

## 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>• Pretest/Posttest</li> </ul>

# Elementary Counseling Curriculum, Grades K-2

## 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 experiences.

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>• Pretest/Posttest</li> </ul>

# Elementary Counseling Curriculum, Grades K-2

## Career Development

**Standard 1:** *The student will acquire the skills to investigate career.*

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

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>• “You Can Be Anything” by Charles Schultz</li> <li>• “LMNO Peas” by Keith Baker</li> <li>• “Whose Tools are These?” by Sharon Katz Cooper</li> <li>• “Whose Vehicle is This?” by Sharon Katz Cooper</li> <li>• “What Shoes Will You Wear” by Julia Cook</li> <li>• “When I Grow Up” 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>

# Elementary Counseling Curriculum, Grades K-2

## Career Development

**Standard 1:** The student will acquire the skills to investigate career.

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

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> <ul style="list-style-type: none"> <li>• Is able to connect academic success to career success</li> <li>• Is able to describe personal strength and interests</li> <li>• Is able to demonstrate good work habits</li> <li>• Is able to describe positive and negative consequences of the choices they make</li> </ul> <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>• “You Can Be Anything” by Charles Schultz</li> <li>• “LMNO Peas” by Keith Baker</li> <li>• “Whose Tools are These?” by Sharon Katz Cooper</li> <li>• “Whose Vehicle is This?” by Sharon Katz Cooper</li> <li>• “What Shoes Will You Wear” by Julia Cook</li> <li>• “When I Grow Up” 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>

# Elementary Counseling Curriculum, Grades K-2

## 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><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></p> <ul style="list-style-type: none"> <li>• How do workers use tools to help them perform tasks?</li> </ul> <p><b>Essential Learning Tasks</b></p> <ul style="list-style-type: none"> <li>• Is able to identify workers at home, school and community</li> </ul> <p><b>Critical Vocabulary:</b> community</p>	<p><b>Recommended Resources:</b></p> <ul style="list-style-type: none"> <li>• “You Can Be Anything” by Charles Schultz</li> <li>• “LMNO Peas” by Keith Baker</li> <li>• “Whose Tools are These?” by Sharon Katz Cooper</li> <li>• “Whose Vehicle is This?” by Sharon Katz Cooper</li> <li>• “What Shoes Will You Wear” by Julia Cook</li> <li>• “When I Grow Up” 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>

# Elementary Counseling Curriculum, Grades K-2

## 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><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>• “You Can Be Anything” by Charles Schultz</li> <li>• “LMNO Peas” by Keith Baker</li> <li>• “Whose Tools are These?” by Sharon Katz Cooper</li> <li>• “Whose Vehicle is This?” by Sharon Katz Cooper</li> <li>• “What Shoes Will You Wear” by Julia Cook</li> <li>• “When I Grow Up” 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>

# Elementary Counseling Curriculum, Grades K-2

## Career Development

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

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

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></p> <ul style="list-style-type: none"> <li>• How do workers use tools to help them perform tasks?</li> </ul> <p><b>Essential Learning Tasks</b></p> <ul style="list-style-type: none"> <li>• Is able to identify workers at home, school and community</li> </ul> <p><b>Critical Vocabulary:</b> community</p>	<p><b>Recommended Resources:</b></p> <ul style="list-style-type: none"> <li>• “You Can Be Anything” by Charles Schultz</li> <li>• “LMNO Peas” by Keith Baker</li> <li>• “Whose Tools are These?” by Sharon Katz Cooper</li> <li>• “Whose Vehicle is This?” by Sharon Katz Cooper</li> <li>• “What Shoes Will You Wear” by Julia Cook</li> <li>• “When I Grow Up” 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>

# Elementary Counseling Curriculum, Grades K-2

## Career Development

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

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

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>• “You Can Be Anything” by Charles Schultz</li> <li>• “LMNO Peas” by Keith Baker</li> <li>• “Whose Tools are These?” by Sharon Katz Cooper</li> <li>• “Whose Vehicle is This?” by Sharon Katz Cooper</li> <li>• “What Shoes Will You Wear” by Julia Cook</li> <li>• “When I Grow Up” 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>