5th Grade Counseling Curriculum

Course Description: The Park Hill School District School K-5 Counseling Curriculum provides students optimal growth in areas of social/emotional development, academic development, and career development. Each grade level has structured lessons and activities that are systematically delivered through classroom and large groups.

Scope and Sequence:

<table>
<thead>
<tr>
<th>Timeframe</th>
<th>Unit</th>
<th>Instructional Topics</th>
</tr>
</thead>
</table>
| 3-4 class periods | Empathy and Skills for Learning | Topic 1: Empathy and Respect/Listening with Attention  
|               |                             | Topic 2: Being Assertive  
|               |                             | Topic 3: Taking Others’ Perspectives                                                  |
| 3-5 class periods | Emotion Management          | Topic 1: Emotion Management  
|               |                             | Topic 2: Acknowledge-Care-Tell                                                       |
| 4-5 class periods | Problem Solving             | Topic 1: Problem Solving  
|               |                             | Topic 2: Gossip  
|               |                             | Topic 3: Peer Pressure                                                                |
| 2-3 class periods | Safety/Drugs                | Topic 1: Safety  
|               |                             | Topic 2: Substance Education                                                         |
| 3 class periods | Careers                    | Topic 1: Career Paths and Exploration  
|               |                             | Topic 2: Interest Inventory  
|               |                             | Topic 3: Reality Check                                                                |
Curriculum Revisions

Spring, 2019
Unit 2

● Topic 1: Revised Engaging Experience
  ○ Separated Engaging Experience 1 into two experiences
  ○ Added additional content related to stopping and identifying feelings specific to self-harm

● Added Topic 2: Acknowledge-Care-Tell to introduce the protocol to follow when a friend shares thoughts of self-harm.
Unit 1: Empathy and Skills for Learning

Subject: School Counseling
Grade: Fifth
Name of Unit: Empathy and Skills for Learning
Length of Unit: 3-4 class periods
Overview of Unit: Students will develop the ability to have empathy for others and express compassion, and build skills for succeeding in school.

Priority Standards for unit:
- SE1C Demonstrate personal characteristics of a contributing member of the school community.
- SE2A Exhibit mutual respect and compromise in relationships
- SE2B Demonstrate respect for individuals within diverse groups.
- AD4A Demonstrate study skills and test-taking strategies to enhance academic achievement
- CD9A Apply personal, ethical, and work habit skills needed for success in any school or work environment.

Supporting Standards for unit:
- SE1B Develop strategies to balance family, school and community roles.
- AD4B Demonstrate ability to complete assignments and/or tasks accurately within a specified time frame.
- AD5A Develop an understanding of educational tasks and skills necessary to make a smooth transition to the middle school structure.
- TT.AB.I.3: Students will recognize that peoples’ multiple identities interact and create unique and complex individuals.
- TT.AB.I.4: Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.
- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.
- TT.AB.D.9: Students will respond to diversity by building empathy, respect, understanding and connection.
Unwrapped Concepts  
(Students need to know) | Unwrapped Skills  
(Students need to be able to do) | Bloom’s  
Taxonomy Levels | Webb's  
DOK
---|---|---|---
personal characteristics of a contributing member of the school community. | Demonstrate | Apply | 3
mutual respect and compromise in relationships | Exhibit | Apply | 3
respect for individuals within diverse groups. | Demonstrate | Apply | 3
study skills and test-taking strategies to enhance academic achievement | Demonstrate | Apply | 3
personal, ethical, and work habit skills needed for success in any school or work environment. | Apply | Apply | 3

**Essential Questions:**
1. What characteristics are important to contributing to the school community?
2. How can I be assertive when I need or want something to change?
3. Why is it important to understand others’ perspectives?

**Enduring Understanding/Big Ideas:**
1. Empathy & Respect, Listening with attention, Assertiveness
2. Face the person you’re talking to, Keep your head up and shoulders back, Use a calm, firm voice, Use respectful words
3. Being able to recognize someone else’s perspective helps you get along with others.

**Unit Vocabulary:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respect</td>
<td>Assertive</td>
</tr>
<tr>
<td>Empathy</td>
<td></td>
</tr>
<tr>
<td>Listening with Attention</td>
<td></td>
</tr>
<tr>
<td>Perspective</td>
<td></td>
</tr>
</tbody>
</table>
**Topic 1: Empathy and Respect/Listening with Attention**

**Engaging Experience 1**

**Title:** Introductory Lesson to Empathy, Respect, and Listening with Attention  
**Suggested Length of Time:** 1 class period  
**Standards Addressed**

*Priority:*
- SE1C Demonstrate personal characteristics of a contributing member of the school community.  
- SE2B Demonstrate respect for individuals within diverse groups.  
- AD4A Demonstrate study skills and test-taking strategies to enhance academic achievement  
- CD9A Apply personal, ethical, and work habit skills needed for success in any school or work environment.

*Supporting:*
- TT.AB.I.3: Students will recognize that peoples’ multiple identities interact and create unique and complex individuals.  
- TT.AB.I.4: Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.  
- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.  
- TT.AB.D.9: Students will respond to diversity by building empathy, respect, understanding and connection.

**Detailed Description/Instruction:** The counselor will introduce the unit and play The Second Step video. The Empathy poster from the unit will be used to help the meaning of empathy. Students will define respect by giving examples of respectful behavior. Students will do a Think/Turn/Tell to talk about, “What if the way someone else wants to be treated is different from the way you want to be treated? and “How can you still act respectfully towards that individual?”. Watch the music video “Walk Walk Walk” and have students move their feet every time they hear the words “walk, walk, walk”.  
Counselor will introduce the first skill for learning, Listening with attention. The students will play a listening game (provided in Second Step curriculum) and watch a video about a student who is not listening very carefully. These students will discuss the video and can complete the handout provided in the Second Step curriculum.

**Bloom’s Levels:** Understand  
**Webb’s DOK:** 1
**Topic 2: Being Assertive**

**Engaging Experience 1**

**Title:** Being Assertive  

**Suggested Length of Time:** 1 class period  

**Standards Addressed**

*Priority:*
- SE1C Demonstrate personal characteristics of a contributing member of the school community.  
- SE2A Exhibit mutual respect and compromise in relationships  

*Supporting:*
- TT.AB.I.3: Students will recognize that peoples’ multiple identities interact and create unique and complex individuals.  
- TT.AB.I.4: Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.  
- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.  
- TT.AB.D.9: Students will respond to diversity by building empathy, respect, understanding and connection.  

**Detailed Description/Instructions:** Using Second STEP Lesson 3: Being Assertive, the students will participate in a sculptor/clay activity to shape a partner into an aggressive, passive and assertive posture. The students will watch a video about a student who is trying to figure out the best way to get what she wants. The students will Think-turn-tell to discuss what kind of words and posture the student should use. Students can complete the skill practice handout and role play being assertive to close the lesson.  

**Bloom’s Levels:** Apply  

**Webb’s DOK:** 3
**Topic 3: Taking Others’ Perspectives**

**Engaging Experience 1**

**Title:** Taking Others’ Perspectives  

**Suggested Length of Time:** 1 class period  

**Standards Addressed**

**Priority:**
- SE1C Demonstrate personal characteristics of a contributing member of the school community.
- SE2A Exhibit mutual respect and compromise in relationships
- SE2B Demonstrate respect for individuals within diverse groups.

**Supporting:**
- TT.AB.I.3: Students will recognize that peoples’ multiple identities interact and create unique and complex individuals.
- TT.AB.I.4: Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.
- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.
- TT.AB.D.9: Students will respond to diversity by building empathy, respect, understanding and connection.

**Detailed Description/Instructions:** Using Second Step lesson 5, the students will draw an object from where they are sitting. The counselor will facilitate a group discussion on why the drawings of the same object look different. The students will watch a video that shows two characters’ different perspectives on the same situation. The students will Think-Turn-Tell to discuss how each character’s feelings might change had they known the other’s perspective and how they might act differently. The students will read/role play a scenario and complete a writing activity to examine different perspectives about the same situation.

**Bloom’s Levels:** Demonstrate  

**Webb’s DOK:** 2
<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Empathy and Respect/Listening with Attention</td>
<td>Introduction Lesson to Empathy, Respect, and Listening with Attention</td>
<td>The counselor will introduce the unit and play The Second Step video. The Empathy poster from the unit will be used to help the meaning of empathy. Students will define respect by giving examples of respectful behavior. Students will do a Think/Turn/Tell to talk about, “What if the way someone else wants to be treated is different from the way you want to be treated? and “How can you still act respectfully towards that individual?” Watch the music video “Walk Walk Walk” and have students move their feet every time they hear the words “walk, walk, walk”. Counselor will introduce the first skill for learning, Listening with attention. The students will play a listening game (provided in Second Step curriculum) and watch a video about a student who is not listening very carefully. These students will discuss the video and can complete the handout provided in the Second Step curriculum</td>
<td>1 class period</td>
</tr>
<tr>
<td>Being Assertive</td>
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<td>Using Second STEP Lesson 3: Being Assertive, the students will participate in a sculptor/clay activity to shape a partner into an aggressive, passive and assertive posture. The students will watch a video about a student who is trying to figure out the best way to get what she wants. The students will Think-turn-tell to discuss what kind of words and posture the student should use. Students can complete the skill practice handout and role play being assertive to close the lesson.</td>
<td>1 class period</td>
</tr>
<tr>
<td>Taking Others’ Perspectives</td>
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<td>Using Second Step lesson 5, the students will draw an object from where they are sitting. The counselor will facilitate a group discussion on why the drawings of the same object look different. The students will watch a video that shows two characters’ different perspectives on the same situation. The students will Think-Turn-Tell to discuss how each character’s feelings might change had they known the other’s perspective and how they might act differently. The students will read/role play a scenario and complete a writing activity to examine different perspectives about the same situation.</td>
<td>1 class period</td>
</tr>
</tbody>
</table>
Unit 2: Emotion Management

Subject: School Counseling
Grade: 5
Name of Unit: Emotion Management
Length of Unit: 3-5 class periods

Overview of Unit: Students will develop the ability to identify the physiological aspects of strong emotions. They will evaluate which coping strategies work best to help them manage strong emotions. Students will implement those strategies in order to resolve conflicts and cope with life events.

Priority Standards for unit:
- SE1A Demonstrate the personal characteristics to maintain a positive self-concept.
- SE2C Review and implement strategies to resolve problems and conflicts successfully.
- SE3C Evaluate various coping skills for managing life changes or events.

<table>
<thead>
<tr>
<th>Unwrapped Concepts</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb’s DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>The personal characteristics to maintain a positive self-concept</td>
<td>Demonstrate</td>
<td>apply</td>
<td>2</td>
</tr>
<tr>
<td>Strategies to resolve problems and conflicts successfully</td>
<td>Review</td>
<td>remember</td>
<td>4</td>
</tr>
<tr>
<td>Strategies to resolve problems and conflicts successfully</td>
<td>Implement</td>
<td>apply</td>
<td>4</td>
</tr>
<tr>
<td>Various coping skills for managing life changes or events</td>
<td>Evaluate</td>
<td>evaluate</td>
<td>4</td>
</tr>
</tbody>
</table>
**Essential Questions:**
1. What can I do to maintain a positive self-concept?
2. How can I use strategies to help me resolve problems and conflicts successfully?
3. Which coping skills are most effective for me to use when I am facing challenging situations?
4. How can I help a friend who tells me they want to hurt themselves or someone else?

**Enduring Understanding/Big Ideas:**
1. I can focus on my body for clues on how I’m feeling (heart pumping, increased breathing, tense muscles, churning stomach, negative self-talk etc.) when I have a strong feelings.
2. I can describe how parts of my brain (my amygdala and prefrontal cortex) respond when I am experiencing strong emotions.
3. I can use the “Ways to Calm Down” (stop, name your feeling, calm down) to manage strong feelings in a variety of situations.
4. I can use “Acknowledge-Care-Tell” (ACT) to help a friend who tells me they are going to hurt themselves or someone else.

**Unit Vocabulary:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calm Down</td>
<td>Body Cues/Sensations</td>
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<tr>
<td>Frustration</td>
<td>Belly Breath</td>
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<tr>
<td>Anxiety</td>
<td>Self-Talk</td>
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<tr>
<td>Sadness</td>
<td>Amygdala</td>
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<td>Put-downs</td>
<td>Prefrontal Cortex</td>
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<tr>
<td>Revenge</td>
<td>Acknowledge-Care-Tell</td>
</tr>
<tr>
<td>Assumptions</td>
<td>Trusted Adult</td>
</tr>
<tr>
<td>Self-injury</td>
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</tbody>
</table>
Topic 1: Emotion Management

Engaging Experience 1
Title: Feelings Identification
Suggested Length of Time: 1-2 class periods
Standards Addressed
Priority:
- SE1A Demonstrate the personal characteristics to maintain a positive self-concept.
- SE3B Apply personal safety strategies as they relate to violence and harassment
- SE3C Evaluate various coping skills for managing life changes or events.

Detailed Description/Instructions: Using Lesson 9 from the Second Step Curriculum, introduce parts of the brain. Explain that the amygdala does not think. It only reacts when a strong feelings takes hold. Explain to students that when you feel strong feelings, your amygdala takes over and sometimes make you want to do and say things that are dangerous. In order to calm yourself down and resolve a problem, students need to activate the thinking part of the brain, the prefrontal cortex. Review the steps of the calm down process; stop, name your feeling and calm down. Watch the video from lesson 9 and help students determine how each girl in the video stopped herself and named her feeling. The counselor then discusses scenarios in which students are not able to stop and name their feeling. These scenarios should include students who say things that indicate they want to hurt themselves or others, i.e. “I just want to jump off a mountain.” Students write a response that follows the first 2 calming down steps: stop and name your feeling.

*Scenarios can be found in the Counselors & Social Worker Resources Schoology group.

Bloom’s Levels: Apply, remember and evaluate
Webb’s DOK: 2, 4

Engaging Experience 2
Title: Introduction to Emotion Management
Suggested Length of Time: 1 class period
Standards Addressed
Priority:
- SE1A Demonstrate the personal characteristics to maintain a positive self-concept.
- SE2C Review and implement strategies to resolve problems and conflicts successfully.
- SE3C Evaluate various coping skills for managing life changes or events.
**Detailed Description/Instructions:** Using lesson 10 of the Second Step Curriculum, watch the video from lesson 10 and have students recognize how the girls used calm down strategies like breathing, counting and using positive self-talk to gain control of their emotions. Discuss the assumptions the girls made when they were upset and how they were able to better understand the situation and solve the problem after using the calm down steps.

**Bloom’s Levels:** Apply, remember and evaluate  
**Webb’s DOK:** 2, 4
Engaging Experience 1

Title: Introduction to ACT (complete in spring)

Suggested Length of Time: 1 class period

Standards Addressed

Priority:

- SE1A Demonstrate the personal characteristics to maintain a positive self-concept.
- SE2C Review and implement strategies to resolve problems and conflicts successfully.
- SE3B Apply personal safety strategies as they relate to violence and harassment
- SE3C Evaluate various coping skills for managing life changes or events.

Detailed Description/Instructions: Counselor will review the brain and self-injury by saying, “We talked earlier this year about when you have strong feelings your amygdala takes over and sometimes make you want to do and say things that are dangerous. Today, we are going to talk further on steps you can take to ensure you and your friends make safe choices.” Students will identify a time they were concerned about a friend. Then describe steps they took to deal with that concern, or help that friend (whether it is nothing, cheer them up, or offered to play a game, etc.). Students will keep the papers they write on. Counselor will introduce Acknowledge-Care-Tell (ACT) by giving students definitions of each step. Counselor will ask: What does acknowledge mean? How would it sound like to acknowledge someone? What does it mean for someone to care for another person? How do you like to be cared for? How do you care for someone? What does it mean to tell? What is a trusted adult? Who are your trusted adults in your life? Students will learn what to say to a friend when a friend tells them they want to hurt themselves or someone else, what not to say or do, and know the importance of reporting to a trusted adult. Once counselor introduces ACT, students will then go back to their papers and describe what they could have done to help their friend following ACT.

*Resources to teach lesson: ACT poster, PowerPoint, and scenario template will be found in the “Counselor & Social Worker Resources” Schoology group

Bloom’s Levels: Apply, remember and evaluate

Webb’s DOK: 2, 4
<table>
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<th>Suggested Length of Time</th>
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<tr>
<td>Emotion Management</td>
<td>Feelings Identification</td>
<td>Using Lesson 9 from the Second Step Curriculum, introduce parts of the brain. Explain that the amygdala does not think. It only reacts when a strong feelings takes hold. Explain to students that when you feel strong feelings, your amygdala takes over and sometimes make you want to do and say things that are dangerous. In order to calm yourself down and resolve a problem, students need to activate the thinking part of the brain, the prefrontal cortex. Review the steps of the calm down process; stop, name your feeling and calm down. Watch the video from lesson 9 and help students determine how each girl in the video stopped herself and named her feeling. The counselor then discusses scenarios in which students are not able to stop and name their feeling. These scenarios should include students who say things that indicate they want to hurt themselves or others, i.e. “I just want to jump off a mountain.” Students write a response that follows the first 2 calming down steps: stop and name your feeling. *Scenarios can be found in the Counselors &amp; Social Worker Resources Schoology group.</td>
<td>1-2 class periods</td>
</tr>
<tr>
<td>Emotion Management</td>
<td>Introduction to Emotion Management</td>
<td>Using lesson 10 of the Second Step Curriculum, watch the video from lesson 10 and have students recognize how the girls used calm down strategies like breathing, counting and using positive self-talk to gain control of their emotions. Discuss the assumptions the girls made when they were upset and how they were</td>
<td>1 class period</td>
</tr>
<tr>
<td>Act-Care-Tell</td>
<td>Introduction to ACT (complete in Spring)</td>
<td>Counselor will review the brain and self-injury by saying, “We talked earlier this year about when you have strong feelings your amygdala takes over and sometimes make you want to do and say things that are dangerous. Today, we are going to talk further on steps you can take to ensure you and your friends make safe choices.” Students will identify a time they were concerned about a friend. Then describe steps they took to deal with that concern, or help that friend (whether it is nothing, cheer them up, or offered to play a game, etc.). Students will keep the papers they write on. Counselor will introduce Acknowledge-Care-Tell (ACT) by giving students definitions of each step. Counselor will ask: What does acknowledge mean? How would it sound like to acknowledge someone? What does it mean for someone to care for another person? How do you like to be cared for? How do you care for someone? What does it mean to tell? What is a trusted adult? Who are your trusted adults in your life? Students will learn what to say to a friend when a friend tells them they want to hurt themselves or someone else, what not to say or do, and know the importance of reporting to a trusted adult. Once counselor introduces ACT, students will then go back to their papers and describe what they could have done to help their friend following ACT. *Resources to teach lesson: ACT poster, PowerPoint, and scenario template will be found in the “Counselor &amp; Social Worker Resources” Schoology group</td>
<td>1 class period</td>
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</tbody>
</table>
Unit 3: Problem Solving

Subject: School Counseling
Grade: Fifth
Name of Unit: Problem-Solving
Length of Unit: 4-5 class periods
Overview of Unit: The goal of this unit is to develop the students’ ability to solve problems on their own using the STEP method. Students will also be able to use the problem-solving steps to solve typical 5th grade problems.

Priority Standards for unit:
- SE2A Exhibit mutual respect and compromise in relationships.
- SE2C Review and implement strategies to resolve problems and conflicts successfully.

<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mutual respect and compromise in relationships</td>
<td>Exhibit</td>
<td>Apply</td>
<td>2</td>
</tr>
<tr>
<td>The strategies to resolve problems and conflicts successfully.</td>
<td>Review</td>
<td>Remember</td>
<td>1</td>
</tr>
<tr>
<td>The strategies to resolve problems and conflicts successfully.</td>
<td>Implement</td>
<td>Apply</td>
<td>2</td>
</tr>
</tbody>
</table>

Essential Questions:
1. How can I calm down before solving problems?
2. When should I use the problem-solving steps to help me solve a problem?

Enduring Understanding/Big Ideas:
1. I can use the calm-down steps learned in the emotion-management unit before trying to solve problems.
2. I can use the STEP process to solve conflicts on the playground, seek help with homework, and with peer pressure.
Unit Vocabulary:

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem-solving</td>
<td>Calm- Down steps</td>
</tr>
<tr>
<td>Conflict</td>
<td>STEP</td>
</tr>
<tr>
<td>Solution</td>
<td>Peer pressure</td>
</tr>
<tr>
<td></td>
<td>Gossip</td>
</tr>
<tr>
<td></td>
<td>Blaming</td>
</tr>
</tbody>
</table>
Topic 1: Problem Solving

Engaging Experience 1
Title: Introduction to Problem-Solving
Suggested Length of Time: 2 class periods

Standards Addressed

Priority:
- SE2A Exhibit mutual respect and compromise in relationships.
- SE2C Review and implement strategies to resolve problems and conflicts successfully.

Detailed Description/Instructions: Begin by using Second STEP Lessons 16 and 17.
Day one: Watch the music video which gives an overview of the STEP process of problem solving. Students watch the first part of the lesson 16 video which shows 4th and 5th grade students who cannot agree on how to use the basketball hoop at recess. Students will get through “S”- say the problem on the first day. It will also introduce “blaming” and how it impacts problem-solving as well as what is means to see things from different points of view. Students will also review the calm down steps that need to be in place before moving on in the problem-solving steps.
Day two: Review part 1 of the video from the previous day and then discuss the steps “T”, “E” and “P.” Watch the video from lesson 17 and model using the STEP graphic organizer to record the ideas of the video characters as they discuss the problem. Then, have pairs of students work together to use sample or real life problems to complete the STEP graphic organizer.

Bloom’s Levels: remember, apply
Webb’s DOK: 1, 2
Topic 2: Gossip

Engaging Experience 1
Title: Dealing with Gossip
Suggested Length of Time: 1 class period
Standards Addressed

Priority:
- SE2A Exhibit mutual respect and compromise in relationships.
- SE2C Review and implement strategies to resolve problems and conflicts successfully.

Detailed Description/Instructions: Begin by playing the “telephone” game with students to discuss how gossip happens and is spread. Students will then watch the first half of the video from lesson 20 that shows an example of a boy that spreads gossip about another boy liking a girl as a girlfriend. Students will work through the S, T, and E parts of the problem-solving steps together to see how to begin addressing the problem. Then have students make a prediction on the how the video will end- and watch the second half of the video to see how it was addressed. Students can then turn to a partner and tell how they would have handled the problem.

Bloom’s Levels: remember, apply
Webb’s DOK: 1, 2
Topic 3: Peer Pressure

Engaging Experience 1
Title: Dealing with Peer Pressure
Suggested Length of Time: 1 class period

Standards Addressed

Priority:
- SE2A Exhibit mutual respect and compromise in relationships.
- SE2C Review and implement strategies to resolve problems and conflicts successfully.

Detailed Description/Instructions: Have students review the problem-solving steps and discuss what the words “peer pressure” mean. Have students give examples of “positive” peer pressure and “negative” pressure and discuss the difference between the two. Then play the video intro from lesson 21 that talks about how some kids feel about peer pressure- then follow up with the video about 3 friends and a situation that involved peer pressure. After the video- go through each of the steps with students together to identify the S, T, and E. After that discussion, play the second half of the video that shows what the solution was in this story and have students share with a partner how they feel about the solution that was chosen in the video.

Bloom’s Levels: remember, apply

Webb’s DOK: 1, 2
### Summary of Engaging Learning Experiences for Topics

<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem Solving</td>
<td>Introduction to Problem Solving</td>
<td>Begin by using Second STEP Lessons 16 and 17. Day one: Watch the music video which gives an overview of the STEP process of problem solving. Students watch the first part of the lesson 16 video which shows 4th and 5th grade students who cannot agree on how to use the basketball hoop at recess. Students will get through “S”- say the problem on the first day. It will also introduce “blaming” and how it impacts problem-solving as well as what is means to see things from different points of view. Students will also review the calm down steps that need to be in place before moving on in the problem-solving steps. Day two: Review part 1 of the video from the previous day and then discuss the steps “T”, “E” and “P.” Watch the video from lesson 17 and model using the STEP graphic organizer to record the ideas of the video characters as they discuss the problem. Then, have pairs of students work together to use sample or real life problems to complete the STEP graphic organizer.</td>
<td>2 class periods</td>
</tr>
<tr>
<td>Gossip</td>
<td>Dealing with Gossip</td>
<td>Begin by playing the “telephone” game with students to discuss how gossip happens and is spread. Students will then watch the first half of the video from lesson 20 that shows an example of a boy that spreads gossip about another boy liking a girl as a girlfriend. Students will work through the S, T, and E parts of the problem-solving steps together to see how to begin addressing the problem. Then have students</td>
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<td>Dealing with Peer Pressure</td>
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<tr>
<td><strong>make a prediction on how the video will end</strong> and watch the second half of the video to see how it was addressed. Students can then turn to a partner and tell how they would have handled the problem.</td>
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<tr>
<td><strong>Have students review the problem-solving steps and discuss what the words “peer pressure” mean. Have students give examples of “positive” peer pressure and “negative” pressure and discuss the difference between the two.</strong> Then play the video intro from lesson 21 that talks about how some kids feel about peer pressure- then follow up with the video about 3 friends and a situation that involved peer pressure. After the video- go through each of the steps with students together to identify the S, T, and E. After that discussion, play the second half of the video that shows what the solution was in this story and have students share with a partner how they feel about the solution that was chosen in the video.</td>
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<tr>
<td>1 class period</td>
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</tbody>
</table>
Unit 4: Safety/Drugs

Subject: School Counseling
Grade: Fifth Grade
Name of Unit: Safety/Drugs
Length of Unit: 2-3 class periods
Overview of Unit: Students will explore, identify and practice safety skills and healthy lifestyles.

Priority Standards for unit:
- SE3A Evaluate peer influence on problem-solving and decision-making skills
- SE3B Apply personal safety strategies as they relate to violence and harassment.
- SE3C Evaluate various coping skills for managing life changes or events.

<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer influence on problem-solving and decision-making skills.</td>
<td>Evaluate</td>
<td>Evaluate</td>
<td>4</td>
</tr>
<tr>
<td>Personal safety strategies as they relate to violence and harassment.</td>
<td>Apply</td>
<td>Apply</td>
<td>4</td>
</tr>
<tr>
<td>Various coping skills for managing life changes or events.</td>
<td>Evaluate</td>
<td>Evaluate</td>
<td>4</td>
</tr>
</tbody>
</table>

Essential Questions:
1. What does safe mean?
2. What is a drug?
3. What is the difference between over-the-counter, prescription, and street drugs?
4. Why do people use or abuse substances?
5. What are different ways for me to say no to dangerous substances?
6. How do I avoid the dangers of drugs, weapons, and strangers when I’m home alone or in public places?
7. How do I know if I need to contact 911?
8. What is a first aid kit?
9. How can I safely take care of myself if I get a minor injury (cut, scrape, bloody nose)?
**Enduring Understanding/Big Ideas:**
1. Safe means not in danger, free from harm, loved and protected no matter what.
2. A drug is a substance taken into the body that changes how I think or feel.
3. I can recognize the difference between over-the-counter, prescription, and street drugs.
4. I know that people use/abuse dangerous substances instead of calming down, exercising and/or choosing healthy foods.
5. I can identify 3 different ways to say no to dangerous substances.
6. I tell my safe adult right away if I see drugs or weapons and I avoid strangers when home alone and in public.
7. I know what 911 is, why it is used, how it is used, and when/how to contact EMS (Emergency Medical Services).
8. I can recognize a first aid kit.
9. I can identify 3 items in a first aid kit and how/when to use them.

**Unit Vocabulary:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safety</td>
<td>Drug</td>
</tr>
<tr>
<td>Stranger</td>
<td>Prescription Drug</td>
</tr>
<tr>
<td>Trusted Adult</td>
<td>Over-the-Counter Drug</td>
</tr>
<tr>
<td>Identify</td>
<td>Street Drug</td>
</tr>
<tr>
<td>Substance</td>
<td>Tobacco</td>
</tr>
<tr>
<td>Danger</td>
<td>Alcohol</td>
</tr>
<tr>
<td>Safe</td>
<td>Nicotine</td>
</tr>
<tr>
<td>Unsafe</td>
<td>Abuse</td>
</tr>
<tr>
<td>Effect</td>
<td>Weapon</td>
</tr>
<tr>
<td>Emergency</td>
<td>Medicine</td>
</tr>
<tr>
<td>Injury</td>
<td>Tobacco</td>
</tr>
<tr>
<td>Minor</td>
<td>Alcohol</td>
</tr>
<tr>
<td>Nervous System</td>
<td>Drug</td>
</tr>
<tr>
<td>Circulatory System</td>
<td>911</td>
</tr>
<tr>
<td>Respiratory System</td>
<td>First Aid</td>
</tr>
</tbody>
</table>
Topic 1: Safety

Engaging Experience 1
Title: I’m In Charge
Suggested Length of Time: 1-2 lessons
Standards Addressed

Priority:
- SE3A Evaluate peer influence on problem-solving and decision-making skills
- SE3B Apply personal safety strategies as they relate to violence and harassment.

Detailed Description/Instructions: School Counselor will show I’m In Charge video to students and facilitate discussion.
Resource: The I’m In Charge video and handouts/workbook.
Bloom’s Levels: Apply
Webb’s DOK: 4
Engaging Experience 1
Title: Recognizing Safe and Unsafe Substances and Prevention
Suggested Length of Time: 1 lesson
Standards Addressed

Priority:

- SE3C Evaluate various coping skills for managing life changes or events.

Detailed Description/Instructions: Provide students with the definition of drug, alcohol, tobacco, medicines, and household poisons. Explain how these dangerous substances affect the circulatory, respiratory and nervous systems. Explain that prescription medications should ONLY come from doctors and pharmacies, and that they are ONLY meant to be taken by the person that is prescribed the medicine. Explain that all medications, including over-the-counter, have directions, dosage, etc. to help the person taking them use them safely. Explain to students that to stay safe around unsafe substances ALWAYS ask a safe adult before putting anything in their mouth or touching any substance, and accept medications only from safe adults. Discuss different ways to say no to someone that is offering them dangerous substances, and explain to students that when someone offers them unsafe substances they should tell a safe adult right away. Explain to students that they should tell a safe adult if they see a weapon. Explain to students that people use dangerous substances instead of calming down, exercising, and/or choosing healthy foods, and discuss better, healthier alternatives ways to do those things. Discuss different ways to stay safe when kids are home alone and/or walking/playing alone. Explain to students that 911 is our way of contacting Emergency Medical Services and Police/Fire, and discuss different ways to contact 911 if there is an emergency. Discuss different situations that would constitute an emergency (violence and/or safety of self and others). Discuss the contents and uses of a first aid kit.

Bloom’s Levels: Understand
Webb’s DOK: 4
# Summary of Engaging Learning Experiences for Topics

<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safety</td>
<td>I’m In Charge</td>
<td>School Counselor will show I’m In Charge video to students and facilitate discussion. Resource: The I’m In Charge video and handouts/workbook.</td>
<td>1-2 class periods</td>
</tr>
<tr>
<td>Substance Education</td>
<td>Recognizing Safe and Unsafe Substances and Prevention</td>
<td>Provide students with the definition of drug, alcohol, tobacco, medicines, and household poisons. Explain how these dangerous substances affect the circulatory, respiratory and nervous systems. Explain that prescription medications should ONLY come from doctors and pharmacies, and that they are ONLY meant to be taken by the person that is prescribed the medicine. Explain that all medications, including over-the-counter, have directions, dosage, etc. to help the person taking them use them safely. Explain to students that to stay safe around unsafe substances ALWAYS ask a safe adult before putting anything in their mouth or touching any substance, and accept medications only from safe adults. Discuss different ways to say no to someone that is offering them dangerous substances, and explain to students that when someone offers them unsafe substances they should tell a safe adult right away. Explain to students that they should tell a safe adult if they see a weapon. Explain to students that people use dangerous substances instead of calming down, exercising, and/or choosing healthy foods, and discuss better, healthier alternatives ways to do those things. Discuss different ways to stay safe when kids are home alone and/or walking/playing alone.</td>
<td>1 lesson</td>
</tr>
<tr>
<td>Explain to students that 911 is our way of contacting Emergency Medical Services and Police/Fire, and discuss different ways to contact 911 if there is an emergency. Discuss different situations that would constitute an emergency (violence and/or safety of self and others). Discuss the contents and uses of a first aid kit.</td>
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</tbody>
</table>
Unit 5: Careers

**Subject:** School Counseling  
**Grade:** Fifth  
**Name of Unit:** Careers  
**Length of Unit:** 3 class periods  
**Overview of Unit:** In this unit, 5th graders will discuss the meaning of a “career path” and how it relates to their goals. They will complete an interest inventory to explore careers related to their strengths. They will analyze the pathway for completing their goals using a “reality check” framework.

**Priority Standards for unit:**
- CD7A Compare interests and strengths with those of workers in the global community.
- CD7B Describe occupational changes that have occurred over time within the six (6) career paths.
- CD7C Describe the contributions of a variety of jobs in the community.
- CD8A Compare and contrast the roles and responsibilities of workers within the six (6) career paths.
- CD8B Compare and contrast the training and educational requirements for a variety of careers.
- CD9A Apply personal, ethical, and work habit skills needed for success in any school or work environment.

**Supporting Standards for unit:**
- CD9B Identify the skills needed to develop a portfolio.
- AD6A Recognize the importance of an educational plan.

<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interests and strengths with those of workers in the global community.</td>
<td>Compare</td>
<td>Analyze</td>
<td>3</td>
</tr>
<tr>
<td>Occupational changes that have occurred over time within the six (6) career paths.</td>
<td>Describe</td>
<td>Understand</td>
<td>3</td>
</tr>
<tr>
<td>Contributions of a variety of jobs in the community.</td>
<td>Describe</td>
<td>Understand</td>
<td>3</td>
</tr>
<tr>
<td>Roles and responsibilities of workers within the six (6) career paths.</td>
<td>Compare and Contrast</td>
<td>Analyze</td>
<td>3</td>
</tr>
<tr>
<td>Training and educational requirements for a variety of careers.</td>
<td>Compare and Contrast</td>
<td>Analyze</td>
<td>3</td>
</tr>
<tr>
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</tr>
<tr>
<td>Personal, ethical, and work habit skills needed for success in any school or work environment.</td>
<td>Apply</td>
<td>Apply</td>
<td>4</td>
</tr>
</tbody>
</table>

**Essential Questions:**
1. How do your interests and strengths compare to those in the global working community?
2. What are the 6 Career Paths?
3. Why have occupational changes occurred over time related to the 6 career paths?
4. How do workers in the 6 career paths make contributions to the greater community?
5. How do the roles and responsibilities of workers differ across the 6 career paths?
6. What training and educational requirements are necessary for jobs in the 6 career paths?
7. What personal, ethical and work habits are needed for success in school and work environment?
8. How do you know which career paths match your personal interests, ethics and work habits?

**Enduring Understanding/Big Ideas:**
1. Students’ interests may align with one or more of the 6 career paths.
2. The 6 career paths are: Health Services; Industrial and Engineering Technology; Health Services; Natural Resources/Agriculture; Business Management and Technology; Arts and Communication
3. One reason that occupations have changed is the increase of technology. This has had a large effect on the rapid exchange of information, the ability to communicate globally and the efficiency of the work.
4. The career path determines the community contribution. For example, a worker in the health services path contributes to the community by keeping the community healthy.
5. The output of the career determines the roles and responsibilities necessary for workers in that field.
6. The training and educational requirements varies from job to job in each of the 6 career paths, however an emphasis on education is important for every career path.
7. Each person’s unique skills, talents, and strong work habits are essential to school and career success.
8. The interest inventory provides clues to individual career path alignment.
**Unit Vocabulary:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Career Paths</td>
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<tr>
<td></td>
<td>Health Services</td>
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<tr>
<td></td>
<td>Industrial and Engineering Technology</td>
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<tr>
<td></td>
<td>Health Services;</td>
</tr>
<tr>
<td></td>
<td>Natural Resources/Agriculture</td>
</tr>
<tr>
<td></td>
<td>Business Management and Technology</td>
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<td></td>
<td>Arts and Communication</td>
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</tbody>
</table>
Engaging Experience 1

Title: Career Paths and Exploration

Suggested Length of Time: 1 class period

Standards Addressed

Priority:

- CD7A Compare interests and strengths with those of workers in the global community.
- CD7B Describe occupational changes that have occurred over time within the six (6) career paths.
- CD7C Describe the contributions of a variety of jobs in the community.
- CD8A Compare and contrast the roles and responsibilities of workers within the six (6) career paths.
- CD8B Compare and contrast the training and educational requirements for a variety of careers.

Detailed Description/Instructions: The counselor will introduce the careers unit by asking a variety of career questions:

- What do you want to be when you grow up?
- What’s a Career Path?
- How many career paths are there?

The counselor will review and discuss that every career fits in to one of the six career paths. The counselor will review the 6 career paths with the Career Paths poster from DESE. The counselor will show and discuss the “What’s a Career Path?” video. After video students will discuss with partner or groups what career path they may be interested in the future.

Bloom’s Levels: Analyze, Understand

Webb’s DOK: 3
Engaging Experience 1

Title: Interest Inventory and My Plan for Success

Suggested Length of Time: 1 class period

Standards Addressed

Priority:

- CD8B Compare and contrast the training and educational requirements for a variety of careers.
- CD9A Apply personal, ethical, and work habit skills needed for success in any school or work environment.

Detailed Description/Instructions:
The counselor will discuss and instruct students to log on to Missouri Connections. The counselor will explain that Missouri Connections is a great tool for career exploration. Students will use the Guest Login to log-in to the website. Students will go to the Assessments tab and click on Career Cluster Inventory. After completion of the inventory students will research the career path that most closely matched their interests. Students will identify at least one job in the career path that they could be interested in and be able to identify what training and or education is needed for success in the career. Teacher will provide a Career Interest Inventory Exit Ticket to identify and keep record of the career path, career and education/training that the student researched.

Bloom’s Levels: Analyze, Apply

Webb’s DOK: 3, 4
Engaging Experience 1

Title: Reality Check

Suggested Length of Time: 1 class period

Standards Addressed

Priority:

- CD9A Apply personal, ethical, and work habit skills needed for success in any school or work environment.
- CD8A Compare and contrast the roles and responsibilities of workers within the six (6) career paths.
- CD8B Compare and contrast the training and educational requirements for a variety of careers.

Detailed Description/Instructions:
As a whole group, the counselor will go through the Reality Check on Missouri Connections and discuss the cost of living and how much money it takes to supply yourself with your needs and wants. The counselor will then instruct students to log on to Missouri Connections. Students will use the Guest Login to log-in to the website. Students will go to the Assessments tab and click on Reality Check to use their own preferences. Students will spend the rest of the time comparing jobs in their Career Cluster and researching how much money the jobs their interested in pay compared with how much money they would need to sustain their needs and wants.

Bloom’s Levels: Apply, Analyze

Webb’s DOK: 4, 3
## Summary of Engaging Learning Experiences for Topics

<table>
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<th>Description</th>
<th>Suggested Length of Time</th>
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<tbody>
<tr>
<td>Career Paths and Exploration</td>
<td>Career Paths and Exploration</td>
<td>The counselor will introduce the careers unit by asking a variety of career questions: What do you want to be when you grow up? What’s a Career Path? How many career paths are there? The counselor will review and discuss that every career fits in to one of the six career paths. The counselor will review the 6 career paths with the Career Paths poster from DESE. The counselor will show and discuss the “What’s a Career Path?” video. After video students will discuss with partner or groups what career path they may be interested in the future.</td>
<td>30-50 minutes</td>
</tr>
<tr>
<td>Interest Inventory</td>
<td>Interest Inventory and My Plan for Success</td>
<td>The counselor will discuss and instruct students to log on to Missouri Connections. The counselor will explain that Missouri Connections is a great tool for career exploration. Students will use the Guest Login to log-in to the website. Students will go to the Assessments tab and click on Career Cluster Inventory. After completion of the inventory students will research the career path that most closely matched their interests. Students will identify at least one job in the career path that they could be interested in and be able to identify what training and or education is needed for success in the career. Teacher will provide a Career Interest Inventory Exit Ticket to identify and keep record of the career path, career and education/training that the student researched.</td>
<td>30-50 minutes</td>
</tr>
<tr>
<td>Reality Check</td>
<td>Reality Check</td>
<td>As a whole group, the counselor will go through the Reality Check on Missouri Connections and discuss the cost of living and how much money it takes to supply yourself with your needs and wants. The counselor will then instruct students to log on to Missouri Connections. Students will use the Guest Login to log-in to the website. Students will go to the Assessments tab and click on Reality Check to use their own preferences. Students will spend the rest of the time comparing jobs in their Career Cluster and researching how much money the jobs their interested in pay compared with how much money they would need to sustain their needs and wants.</td>
<td>1 class period</td>
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Unit of Study Terminology

**Appendices:** All Appendices and supporting material can be found in this course’s shell course in the District’s Learning Management System.

**Assessment Leveling Guide:** A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

**Big Ideas/Enduring Understandings:** Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

**Engaging Experience:** Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

**Engaging Scenario:** This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

**Essential Questions:** Engaging, open-ended questions that teachers can use to engage students in the learning.

**Priority Standards:** What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

**Supporting Standards:** Additional standards that support the learning within the unit.

**Topic:** These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

**Unit of Study:** Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

**Unit Vocabulary:** Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.

**Symbols:**
- ![Symbol](image)
  - This symbol depicts an experience that can be used to assess a student’s 21st Century Skills using the rubric provided by the district.
- ![Symbol](image)
  - This symbol depicts an experience that integrates professional skills, the development of professional communication, and/or the use of professional mentorships in authentic classroom learning activities.