Elementary First 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:

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<th>Unit</th>
<th>Instructional Topics</th>
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| 2-3 class periods | Empathy            | Topic 1: Bullying  
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Unit 1: Skills for Learning

Subject: School Counseling
Grade: First
Name of Unit: Skills for Learning
Length of Unit: 2-3 class periods
Overview of Unit: Students will explore, identify, and practice skills for learning by demonstrating rules for listening, focusing attention, using self-talk, and being assertive.

Priority Standards for unit:
- AD4A Identify and practice the steps for completing classroom assignments and activities.
- AD4B Develop and practice work habits necessary for school success.
- AD5A Identify increased school expectations.
- AD6A Demonstrate the skills needed to be a successful learner.
- CD7C Explain the importance of jobs in the family and school.
- SE1C Recognizing personal character traits.
- SE1B Identify personal roles in the school.

Supporting Standards for unit:
- TT.AB.I.4: Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.

<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>The steps for completing classroom assignments and activities.</td>
<td>Identify and Practice</td>
<td>Understand and Apply</td>
<td>2</td>
</tr>
<tr>
<td>Work habits necessary for school success.</td>
<td>Develop and Practice</td>
<td>Apply</td>
<td>2</td>
</tr>
<tr>
<td>Increased school expectations.</td>
<td>Identify</td>
<td>Apply</td>
<td>2</td>
</tr>
<tr>
<td>The skills needed to be a successful learner.</td>
<td>Demonstrate</td>
<td>Apply</td>
<td>2</td>
</tr>
<tr>
<td>The importance of jobs and workers in the family and school.</td>
<td>Explain</td>
<td>Understand</td>
<td>2</td>
</tr>
<tr>
<td>Personal character traits</td>
<td>Recognize</td>
<td>Understand</td>
<td>3</td>
</tr>
<tr>
<td>Personal roles in school</td>
<td>Identify</td>
<td>Understand</td>
<td>2</td>
</tr>
</tbody>
</table>
**Essential Questions:**
1. How can I be a successful independent learners?
2. How can I advocate for myself assertively at school?
3. How do I demonstrate attention skills and successful work habits at school?
4. How do workers play a role in our school community?

**Enduring Understanding/Big Ideas:**
1. Listening and following directions are important skills for learning and following school expectations.
2. Tell others what you want and need using assertive tone of voice and body language.
3. Focus attention involves using eyes, ears, and brain. Self-talk helps you focus, stay on task, and handle distractions.
4. Understand the roles of workers in our school community.

**Unit Vocabulary:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus Attention</td>
<td>Assertiveness</td>
</tr>
<tr>
<td>Listening Skills</td>
<td>Self-talk</td>
</tr>
<tr>
<td>Whole-Body Listening</td>
<td></td>
</tr>
</tbody>
</table>
Engaging Experience 1
Title: Introductory Lesson
Suggested Length of Time: 1 class period

Standards Addressed

Priority:
- AD5A Identify increased school expectations.
- CD7C Explain the importance of jobs in the family and school.

Supporting:
- TT.AB.I.4: Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.

Detailed Description/Instructions: The school counselor will introduce himself/herself and share protocol for coming to visit the counseling office. Counselor may use the idea of a first aid kid to help students understand the role of a school counselor. For example, the kit can include a heart to represent caring, a tissue to represent drying your tears, a penny to represent self-worth, band aid to represent helping to solve problems and earphones to represent listening.

Bloom’s Levels: Understand
Webb’s DOK: 1
Engaging Experience 1

Title: Listening to Learn and Focusing Attention

Suggested Length of Time: 1 class period

Standards Addressed

Priority:
- AD4A Identify and practice the steps for completing classroom assignments and activities.
- AD4B Develop and practice work habits necessary for school success.
- AD5A Identify increased school expectations.
- AD6A Demonstrate the skills needed to be a successful learner.

Supporting:
- TT.AB.I.4: Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.

Detailed Description/Instructions: School Counselor will introduce Second Step puppets, Puppy and Snail. Teacher will review listening skills and role play with Puppy and Snail the listening rules of: eyes watching, ears listening, voices quiet, body still. Teacher will review the idea of the “attent-o-scope” from Second Step and explain that focusing attention involves using eyes, ears and brain. Teacher will read the book, My Mouth is a Volcano by Julia Cook while assessing students understanding of listening and focusing attention. Resources: Second Step Lessons 1, 2 and 3

Bloom’s Levels: Understand and Apply

Webb’s DOK: 2
Topic 3: Assertiveness

Engaging Experience 1
Title: Being Assertive
Suggested Length of Time: 1 class period

Standards Addressed

Priority:
- AD4A Identify and practice the steps for completing classroom assignments and activities.
- AD4B Develop and practice work habits necessary for school success.
- AD6A Demonstrate the skills needed to be a successful learner.
- SE1C Recognizing personal character traits.

Supporting:
- TT.AB.I.4: Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.

Detailed Description/Instructions: School Counselor will review listening rules and focusing attention. School Counselor will explain that Self-Talk is a skill for remembering directions. Self-Talk means talking to yourself out loud in a quiet voice or inside your head. Students and School Counselor will play Simon Says to demonstrate listening, focusing attention and using self-talk. School Counselor will introduce communication styles of Passive, Aggressive and Assertive communication by role play and use of animals: Passive Turtle, Aggressive Tiger, and Assertive Wise Owl. School Counselor will then present real-life situations for students to role play passive, aggressive and assertive communication. Students will understand the assertive communication is the best way to communicate.

Bloom’s Levels: Understand and Apply
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>Introduction</td>
<td>Introductory Lesson</td>
<td>The school counselor will introduce himself/herself and share protocol for coming to visit the counseling office. Counselor may use the idea of a first aid kid to help students understand the role of a school counselor. For example, the kit can include a heart to represent caring, a tissue to represent drying your tears, a penny to represent self-worth, band aid to represent helping to solve problems and earphones to represent listening.</td>
<td>1 class period</td>
</tr>
<tr>
<td>Focus Attention and Listening Skills</td>
<td>Listening to Learn and Focus Attention</td>
<td>School Counselor will introduce Second Step puppets, Puppy and Snail. Teacher will review listening skills and role play with Puppy and Snail the listening rules of: eyes watching, ears listening, voices quiet, body still. Teacher will review the idea of the “attent-o-scope” from Second Step and explain that focusing attention involves using eyes, ears and brain. Teacher will read the book, My Mouth is a Volcano by Julia Cook while assessing students understanding of listening and focusing attention. Resources: Second Step Lessons 1, 2 and 3</td>
<td>1 class period</td>
</tr>
<tr>
<td>Self-Talk/Assertive Communication</td>
<td>Self-Talk and Being Assertive</td>
<td>School Counselor will review listening rules and focusing attention. School Counselor will explain that Self-Talk is a skill for remembering directions. Self-Talk means talking to yourself out loud in a quiet voice or inside your head. Students and School Counselor will play Simon Says to demonstrate listening, focusing attention and using self-talk. School Counselor</td>
<td>1 class period</td>
</tr>
</tbody>
</table>
will introduce communication styles of Passive, Aggressive and Assertive communication by role play and use of animals: Passive Turtle, Aggressive Tiger, and Assertive Wise Owl. School Counselor will then present real-life situations for students to role play passive, aggressive and assertive communication. Students will understand the assertive communication is the best way to communicate.
Unit 2: Empathy

Subject: School Counseling
Grade: 1st Grade
Name of Unit: Empathy
Length of Unit: 2-3 class periods
Overview of Unit: The students will explore, identify, and practice ways to respond to teasing, as well as empathize and help when they see others being teased. They will recognize that we are all different and recognizing those differences leads to increased empathy.

Priority Standards for unit:
● SE2B Identify similarities and differences among students within the school community.
● SE3A Identify steps of problem solving and decision making for personal safety.
● SE2C Express feelings effectively, both verbally and non-verbally.
● SE1C Recognizing personal character traits.

Supporting Standards for unit:
● 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.

<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>Similarities and differences among students within the school community.</td>
<td>Identify</td>
<td>Analyze</td>
<td>2</td>
</tr>
<tr>
<td>Steps of problem solving and decision making for personal safety.</td>
<td>Identify</td>
<td>Understand</td>
<td>1</td>
</tr>
<tr>
<td>Feelings effectively, both verbally and non-verbally.</td>
<td>Express</td>
<td>Apply</td>
<td>2</td>
</tr>
<tr>
<td>Personal character traits.</td>
<td>Recognize</td>
<td>Understand</td>
<td>1</td>
</tr>
</tbody>
</table>
**Essential Questions:**
1. How do I safely stand up for myself and others?
2. How can I show empathy for those that are different from myself?

**Enduring Understanding/Big Ideas:**
1. I can use a calm, firm voice to say stop when I am being teased. I can walk away or report to an adult.
2. I can recognize and respect differences in others.

**Unit Vocabulary:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>Similarities</td>
<td>Empathy</td>
</tr>
<tr>
<td>Differences</td>
<td></td>
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<tr>
<td>Say stop</td>
<td></td>
</tr>
<tr>
<td>Walk away</td>
<td></td>
</tr>
<tr>
<td>Report to an adult</td>
<td></td>
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</tbody>
</table>
Engaging Experience 1

Title: What is Bullying?

Suggested Length of Time: 1 class period

Standards Addressed

Priority:

- SE3A Identify steps of problem solving and decision making for personal safety.
- SE2C Express feelings effectively, both verbally and non-verbally.

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: School counselor may introduce the concept of empathy (feeling or understanding what someone else is feeling). Read “One” by Kathryn Otoshi, “Chester the Raccoon and the Big Bad Bully” by Audrey Penn and model empathizing with the characters. School Counselor may teach students 3 characteristics of bullying: Repeated, Intent to Harm, Imbalance of Power. The students will role play how to assertively say stop, walk away, or report to an adult if they feel bullied.

Bloom’s Levels: Understand, Apply and Analyze

Webb’s DOK: 1, 2
Engaging Experience 1
Title: Same and Different
Suggested Length of Time: 1 class period
Standards Addressed

Priority:

- SE2B Identify similarities and differences among students within the school community.
- SE2C Express feelings effectively, both verbally and non-verbally.
- SE1C Recognizing personal character traits.

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: Revisit the definition of empathy (feeling or understanding what someone else is feeling). School counselor may use Lesson 7 of the Second Step Curriculum, “Looking for Clues”, to introduce verbal and nonverbal clues that help us determine the way others are feeling. Some students can react nonverbally to various scenarios presented in the lesson and while others guess what they are feeling. The counselor can also use Lesson 8, “Similarities and Differences”. This lesson includes watching and discussing a video about two girls’ different feelings about the first day of school. The school counselor will use the video to help the students explore verbal and nonverbal clues that the girls are having different experiences and feelings.

Bloom’s Levels: Understand, Apply and Analyze
Webb’s DOK: 1, 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>Bullying</td>
<td>What is Bullying?</td>
<td>School counselor may introduce the concept of empathy (feeling or understanding what someone else is feeling). Read “One” by Kathryn Otoshi, “Chester the Raccoon and the Big Bad Bully” by Audrey Penn and model empathizing with the characters. School Counselor may teach students 3 characteristics of bullying: Repeated, Intent to Harm, Imbalance of Power. The students will role play how to assertively say stop, walk away, or report to an adult if they feel bullied.</td>
<td>1 class period</td>
</tr>
<tr>
<td>Respecting Differences</td>
<td>Same and Different</td>
<td>Revisit the definition of empathy (feeling or understanding what someone else is feeling). School counselor may use Lesson 7 of the Second Step Curriculum, “Looking for Clues”, to introduce verbal and nonverbal clues that help us determine the way others are feeling. Some students can react nonverbally to various scenarios presented in the lesson and while others guess what they are feeling. The counselor can also use Lesson 8, “Similarities and Differences”. This lesson includes watching and discussing a video about two girls’ different feelings about the first day of school. The school counselor will use the video to help the students explore verbal and nonverbal clues that the girls are having different experiences and feelings.</td>
<td>1 class period</td>
</tr>
</tbody>
</table>
Unit 3: Emotion Management

**Subject:** School Counseling  
**Grade:** First Grade  
**Name of Unit:** Emotion Management  
**Length of Unit:** 2-3 class periods  
**Overview of Unit:** The students will explore and identify feelings and body cues, and practice how to calm down when they experience them.

**Priority Standards for unit:**
- SE1A Identify a variety of feelings.  
- SE2C Express feelings effectively, both verbally and non-verbally.  
- SE3C Recognize the effects of life changes or events related to self.

<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>A variety of feelings</td>
<td>Identify</td>
<td>Remember</td>
<td>1</td>
</tr>
<tr>
<td>Feelings feelings effectively, both verbally and non-verbally</td>
<td>Express</td>
<td>Remember</td>
<td>2</td>
</tr>
<tr>
<td>The effects of life changes or events related to self</td>
<td>Recognize</td>
<td>Understand</td>
<td>2</td>
</tr>
</tbody>
</table>

**Essential Questions:**
1. How can I use feelings words?  
2. How can I recognize cues my body gives when I am having a strong feeling?  
3. How can I calm down when I am having a strong feeling?

**Enduring Understanding/Big Ideas:**
1. I can recognize my feelings (anger, sad, worried, scared).  
2. I can recognize when my body sensations (tight fists, heart pumping, red face, increased breathing etc.) when I have a strong feelings  
3. I can calm down by saying “STOP” to myself, naming my feeling, and using a calm down strategy (belly breaths, counting, self-talk).
**Unit Vocabulary:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stop</td>
<td>Body Cues/Sensations</td>
</tr>
<tr>
<td>Calm Down</td>
<td>Belly Breath</td>
</tr>
<tr>
<td>Angry</td>
<td>Self-Talk</td>
</tr>
<tr>
<td>Sad</td>
<td></td>
</tr>
<tr>
<td>Worried</td>
<td></td>
</tr>
<tr>
<td>Scared</td>
<td></td>
</tr>
</tbody>
</table>
**Topic 1: Feelings and More Feelings**

**Engaging Experience 1**

**Title:** Feelings and More Feelings  
**Suggested Length of Time:** 1 class period  
**Standards Addressed**

*Priority:*

- SE1A Identify a variety of feelings.

**Detailed Description/Instructions:** School Counselor will show students picture cards of different types of feelings by using the Second Step cards (reference Second Step lesson 12). Students will model how their face and body would look if they were experiencing a particular feeling.


**Bloom’s Levels:** Remember  
**Webb’s DOK:** 1
Topic 2: Body Sensations

Engaging Experience 1
Title: We Feel Feelings in Our Body
Suggested Length of Time: 1 class period

Standards Addressed

Priority:
- SE1A Identify a variety of feelings.

Detailed Description/Instructions: The students will discuss the picture card and explain how the character in the picture is feeling based on her body cues. The school counselor will facilitate discussion about where they have felt feelings (tight fists, heart pumping, red face, increased breathing etc.). Reference Second Step lesson 12.

Optional resource: Emotional ABC’s by www.emotionalabcs.com

Bloom’s Levels: Understand
Webb’s DOK: 2
Topic 3: Calming Down

Engaging Experience 1

Title: Managing Strong Feelings

Suggested Length of Time:

Standards Addressed

Priority:

- SE2C Express feelings effectively, both verbally and non-verbally.

Detailed Description/Instructions: School Counselor will teach students the calm down STEPS: 1. Stop 2. Name Your Feeling 3. Calm Down. Students will participate in skill practice and model the calm down STEPS using different scenarios. School Counselor can use the belly breathing video included within the lessons. Reference Second Step Lessons 14-15.

Optional resources/activity: Emotional ABCs by www.emotionalabcs.com, Power Plans by Trauma Informed Care Training.

Bloom’s Levels:

Webb’s DOK:
## 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>Feelings Words</td>
<td>Feelings and More Feelings</td>
<td>School Counselor will show students picture cards of different types of feelings by using the Second Step cards (reference Second Step lesson 12). Students will model how their face and body would look if they were experiencing a particular feeling. Optional resources: “The Way I Feel” by Janan Cain, Emotional ABCs by <a href="http://www.emotionalabcs.com">www.emotionalabcs.com</a>.</td>
<td>1 class period</td>
</tr>
<tr>
<td>Body Sensations</td>
<td>We Feel Feelings in our Body</td>
<td>The students will discuss the picture card and explain how the character in the picture is feeling based on her body cues. The school counselor will facilitate discussion about where they have felt feelings (tight fists, heart pumping, red face, increased breathing etc.). Reference Second Step lesson 12. Optional resource: Emotional ABC’s by <a href="http://www.emotionalabcs.com">www.emotionalabcs.com</a></td>
<td>1 class period</td>
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<tr>
<td>Calming Down</td>
<td>Managing Strong Feelings</td>
<td>School Counselor will teach students the calm down STEPS: 1. Stop 2. Name Your Feeling 3. Calm Down. Students will participate in skill practice and model the calm down STEPS using different scenarios. School Counselor can use the belly breathing video included within the lessons. Reference Second Step Lessons 14-15. Optional resources/activity: Emotional ABCs by <a href="http://www.emotionalabcs.com">www.emotionalabcs.com</a>, Power Plans by Trauma Informed Care Training.</td>
<td>1 class period</td>
</tr>
</tbody>
</table>
Subject: School Counseling  
Grade: First  
Name of Unit: Problem Solving  
Length of Unit: 3-4 class periods  
Overview of Unit: There are two main goals for the unit. The first is to develop students’ ability to solve problems in safe and respectful ways. The second is to develop students’ skills for making and keeping friends.

Priority Standards for unit:  
- SE2A Demonstrate the ability to be a friend  
- SE2C Identify and practice the skills used to compromise in a variety of situations.

<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
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<th>Webb’s DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>The ability to be a friend</td>
<td>Demonstrate</td>
<td>Apply</td>
<td>2</td>
</tr>
<tr>
<td>the skills used to compromise in a variety of situations</td>
<td>Identify</td>
<td>Remember</td>
<td>1</td>
</tr>
<tr>
<td>the skills used to compromise in a variety of situations</td>
<td>Practice</td>
<td>Apply</td>
<td>2</td>
</tr>
</tbody>
</table>

Essential Questions:  
1. How can I solve problems with my peers?  
2. In what ways can I be a good friend?

Enduring Understanding/Big Ideas:  
1. I can use STEP to solve problems with peers (Say the Problem, Think of Solutions, Explore Consequences, Pick the Best Solution)  
2. I can be a good friend by sharing, trading, and taking turns.
### Unit Vocabulary:

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem-solving</td>
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<tr>
<td>Solution</td>
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<tr>
<td>Consequence</td>
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<tr>
<td>Compromise</td>
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<td>Fair</td>
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<tr>
<td>Sharing</td>
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<td>Take Turns</td>
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<tr>
<td>Trading</td>
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<tr>
<td>Name-calling</td>
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<tr>
<td>Ignoring</td>
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<tr>
<td>Invited</td>
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<td>Noticed</td>
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<td>STEP</td>
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</table>
**Topic 1: Compromise**

**Engaging Experience 1**

**Title:** Compromise  

**Suggested Length of Time:** 2 class periods  

**Standards Addressed**

*Priority:*

- SE2A Demonstrate the ability to be a friend  
- SE2C Identify and practice the skills used to compromise in a variety of situations.

**Detailed Description/Instructions:** One way to teach compromise is by using Second STEP Lesson 17: Solving Problems, parts one and two.

Day one: First, introduce students to the STEP process for problem solving. Play the Solving Problems part one video for the students. Lead students in a discussion using the questions on the lesson cards. During this discussion, students will complete “S” and “T” in the STEP process from the video story.

Day two: Review the video from the previous day and discuss the final steps “E” and “P.” Use the Problem Solving Steps posters as a visual. Using the lesson cards, introduce the idea of consequence and discuss “if, then” situations as a class.

**Bloom’s Levels:** Analyze  

**Webb’s DOK:** 3
Engaging Experience 1

Title: Fair Ways to Play

Suggested Length of Time: 1-2 class periods

Standards Addressed

Priority:
- SE2A Demonstrate the ability to be a friend
- SE2C Identify and practice the skills used to compromise in a variety of situations.

Detailed Description/Instructions: One way to teach problem solving is using the Second STEP Lesson 19: Fair Ways to Play. Start the lesson with the Fair Ways to Play song. Have students listen for the three fair ways to play while listening (sharing, trading, and taking turns). Read the story from the lesson card to students. Ask students to walk through the STEP process. Have students turn and talk about a solution. Share these as a class.

Bloom’s Levels: Apply
Webb’s DOK: 3
### 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>Compromise</td>
<td>Compromise</td>
<td>One way to teach compromise is by using Second STEP Lesson 17: Solving Problems, parts one and two. Day one: First, introduce students to the STEP process for problem solving. Play the Solving Problems part one video for the students. Lead students in a discussion using the questions on the lesson cards. During this discussion, students will complete “S” and “T” in the STEP process from the video story. Day two: Review the video from the previous day and discuss the final steps “E” and “P.” Use the Problem Solving Steps posters as a visual. Using the lesson cards, introduce the idea of consequence and discuss “if, then” situations as a class.</td>
<td>2 days</td>
</tr>
<tr>
<td>Problem Solving</td>
<td>Fair Ways to Play</td>
<td>One way to teach problem solving is using the Second STEP Lesson 19: Fair Ways to Play. Start the lesson with the Fair Ways to Play song. Have students listen for the three fair ways to play while listening (sharing, trading, and taking turns). Read the story from the lesson card to students. Ask students to walk through the STEP process. Have students turn and talk about a solution. Share these as a class.</td>
<td>1 day</td>
</tr>
</tbody>
</table>
Unit 5: Safety/Drugs

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

Priority Standards for unit:
- SE 3A- Identify steps of problem solving and decision making for personal safety.
- SE3B- Identify personal safety strategies.

<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>Steps of problem solving and decision making for personal safety.</td>
<td>Identify</td>
<td>Remember</td>
<td>1</td>
</tr>
<tr>
<td>Personal Safety Strategies</td>
<td>Identify</td>
<td>Remember</td>
<td>1</td>
</tr>
</tbody>
</table>

Essential Questions:
1. What does safe mean?
2. What is a Safe Side Adult?
3. What is your Safe Side Circle?
4. What is a Don’t Know?
5. What is a Kinda Know?
6. What are safe and unsafe substances I can put in my body?
7. How can I stay away from dangerous substances?
8. Why and how is medicine used?
9. What effects can tobacco, alcohol, and other drugs (TAOD) have on my body?

Enduring Understanding/Big Ideas:
1. Safe means not in danger, free from harm, loved and protected no matter what.
2. A Safe Side Adult is a trusted adult that is designated by your a parent/guardian to help keep you safe. You should keep your Safe Side Adult close, if you can see them they can see you.
3. A Safe Side Circle is the distance between you and someone else that makes you feel safe, your personal space (about an arms length away from you).
4. A Don’t Know is someone you don’t know. You should never talk or go anywhere with a Don’t Know without your Safe Side Adult.

5. A Kinda Know is someone you kind of know. Example is a friend of your parents, your soccer coach, etc., but not your Safe Side Adult. You should never go anywhere with a Kinda Know without permission from your Safe Side Adult.

6. I can identify 3 safe substances that I can put in my body.

7. I can identify 3 unsafe substances that would not be okay to put in my body.

8. I know that medicine is taken to keep me healthy.

9. I know that I can only take medicine when a safe adult gives it to me.

10. I can recognize that tobacco, alcohol, and other drugs can make me sick.

Unit Vocabulary:

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safety</td>
<td>Safe Side Adult</td>
</tr>
<tr>
<td>Stranger</td>
<td>Safe Side Circle</td>
</tr>
<tr>
<td>Trusted Adult</td>
<td>Don’t Know</td>
</tr>
<tr>
<td>Identify</td>
<td>Kinda Know</td>
</tr>
<tr>
<td>Substance</td>
<td>Medicine</td>
</tr>
<tr>
<td>Danger</td>
<td>Tobacco</td>
</tr>
<tr>
<td>Safe</td>
<td>Alcohol</td>
</tr>
<tr>
<td>Unsafe</td>
<td>Drug</td>
</tr>
<tr>
<td>Effect</td>
<td></td>
</tr>
</tbody>
</table>
**Engaging Experience 1**

**Title:** The Safe Side

**Suggested Length of Time:** 1-2 lessons

**Standards Addressed**

*Priority:*

- SE 3A - Identify steps of problem solving and decision making for personal safety.
- SE3B - Identify personal safety strategies.

**Detailed Description/Instructions:** School Counselor will show The Safe Side- Stranger Safety video to students and facilitate discussion. Resource: The Safe Side- Stranger Safety video and handouts.

**Bloom’s Levels:** Remember

**Webb’s DOK:** 1
Engaging Experience 1
Title: Recognizing Safe and Unsafe Substances and Prevention
Suggested Length of Time: 1 lesson
Standards Addressed

Priority:
- SE3B- Identify personal safety strategies.

Detailed Description/Instructions: Demonstrating identifying and safe/unsafe substances (candy, soda, ketchup, cleaning supplies, water bottle, vitamin bottle, cough syrup, etc.) by sorting real-life objects. Provide students with the definition of drug, and that alcohol, tobacco, and medicines are drugs. Explain that medicines are given to people to help them stay healthy and that taking medicine when a person is not sick or ingesting unsafe substances is dangerous and can make a person sick, including vomiting. 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.

Bloom’s Levels: Remember
Webb’s DOK: 1
## Summary of Engaging Learning Experiences for Topics

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</tr>
</thead>
<tbody>
<tr>
<td>Safety</td>
<td>Recognizing Safe and Unsafe Substances and Prevention</td>
<td>School Counselor will show The Safe Side-Stranger Safety video to students and facilitate discussion. Resource: The Safe Side-Stranger Safety video and handouts.</td>
<td>1-2 class periods</td>
</tr>
<tr>
<td>Substance Education</td>
<td>Recognizing Safe and Unsafe Substances and Prevention</td>
<td>Demonstrating identifying and safe/unsafe substances (candy, soda, ketchup, cleaning supplies, water bottle, vitamin bottle, cough syrup, etc.) by sorting real-life objects. Provide students with the definition of drug, and that alcohol, tobacco, and medicines are drugs. Explain that medicines are given to people to help them stay healthy and that taking medicine when a person is not sick or ingesting unsafe substances is dangerous and can make a person sick, including vomiting. 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.</td>
<td>1 lesson</td>
</tr>
</tbody>
</table>
Unit 6: Careers

Subject: School Counseling
Grade: First Grade
Name of Unit: Career Paths
Length of Unit: 1-2 class periods
Overview of Unit: In this unit, students will be exposed to the six career paths.

Priority Standards for unit:
- CD7A Identify strengths and interests at home and school.
- CD7B Identify workers in the local community related to the six (6) career paths.
- CD7C Explain the importance of jobs in the family and school.
- CD8A Identify and compare roles and responsibilities of workers within the school.
- CD8B Identify the skills needed by workers in the school.
- CD9A Identify and develop personal, ethical, and work habit skills needed for school success.
- CD9B Understand how helper jobs are assigned in the classroom.
- SE1B Identify personal roles in the school.

<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>Strengths and interests at home and school.</td>
<td>Identify</td>
<td>Understand</td>
<td>1</td>
</tr>
<tr>
<td>Workers in the local community related to the six career paths.</td>
<td>Identify</td>
<td>Understand</td>
<td>2</td>
</tr>
<tr>
<td>The importance of jobs in the family and school</td>
<td>Explain</td>
<td>Analyze</td>
<td>2</td>
</tr>
<tr>
<td>Roles and responsibilities of workers within the school.</td>
<td>Identify and Compare</td>
<td>Analyze</td>
<td>2</td>
</tr>
<tr>
<td>The skills needed by workers in the school.</td>
<td>Identify</td>
<td>Understand</td>
<td>2</td>
</tr>
<tr>
<td>How helper jobs are assigned in the classroom.</td>
<td>Understand</td>
<td>Understand</td>
<td>2</td>
</tr>
<tr>
<td>Personal roles in the school.</td>
<td>Identify</td>
<td>Understand</td>
<td>1</td>
</tr>
</tbody>
</table>

Essential Questions:
1. Why do people work?
2. What is my job at school and in my family?
3. What are jobs of my family members and how do they use skills to do them?
4. What are the 6 career paths?

**Enduring Understanding/Big Ideas:**
1. People work to earn money, take care of themselves and their families, do fun activities, purchase wants and needs.
2. My job at school is be a learner. My job at home will depend on my culture, family structure etc.
3. Jobs of my family members depend on their likes and dislikes, education, etc.
4. The career paths are helping, business, creative, fixing and building, nature, and health.

**Unit Vocabulary:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
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<tbody>
<tr>
<td>Job</td>
<td>Helping path</td>
</tr>
<tr>
<td>Work</td>
<td>Business path</td>
</tr>
<tr>
<td>Career</td>
<td>Creative path</td>
</tr>
<tr>
<td></td>
<td>Fixing and building path</td>
</tr>
<tr>
<td></td>
<td>Nature path</td>
</tr>
<tr>
<td></td>
<td>Health path</td>
</tr>
</tbody>
</table>
Engaging Experience 1

Title: Introducing Career Paths

Suggested Length of Time: 1-2 class periods

Standards Addressed

Priority:

- CD7A Identify likes and dislikes at home and school
- CD7B Identify workers in the school and in families related to the 6 career paths
- CD7C Recognize that all work is important
- CD8A Identify roles and responsibilities of family members in the world of work
- CD8B Identify the skills family members use in their work
- CD9B Identify helper jobs that are available in the classroom
- SE1B Identify personal roles in the family

Supporting:

Detailed Description/Instructions: School Counselor will lead a discussion with the following questions: 1) What is work? 2) Why do people work? 3) What is your job as a student? 4) What is a path? (A path leads somewhere, and a career path leads you to the job of your future). School Counselor will then introduce the 6 career paths by using the career paths poster. As the School Counselor introduces the 6 career paths, students will color each career path as the counselor teaches them.

Bloom’s Levels: Remember

Webb’s DOK: 1

Optional resources: Richard Scarry Busy People (Video)
<table>
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<tr>
<td>Introducing Career Paths</td>
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<td>School Counselor will lead a discussion with the following questions: 1) What is work? 2) Why do people work? 3) What is your job as a student? 4) What is a path? (A path leads somewhere, and a career path leads you to the job of your future). School Counselor will then introduce the 6 career paths by using the career paths poster. As the School Counselor introduces the 6 career paths, students will color each career path as the counselor teaches them.</td>
<td>1-2 class periods</td>
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</table>
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:**
- This symbol depicts an experience that can be used to assess a student’s 21st Century Skills using the rubric provided by the district.

- 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.