Elementary Fourth 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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<td>Topic 1: Empathy and Respect&lt;br&gt;Topic 2: Being Respectful/Listening with Attention and Being Assertive&lt;br&gt;Topic 3: Respecting Similarities and Differences/Complex Feelings&lt;br&gt;Topic 4: Understanding Different Perspectives/Showing Compassion</td>
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<td>3-5 class periods</td>
<td>Emotion Management</td>
<td>Topic 1: Managing Strong Feelings&lt;br&gt;Topic 2: Coping Skills</td>
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<td>Careers</td>
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Unit 1: Empathy and Skills for Learning

Subject: School Counseling
Grade: Fourth
Name of Unit: Empathy and Skills for Learning
Length of Unit: 3-5 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:
- SE2A Demonstrate respect for others’ personal opinions and ideas.
- SE2B Recognize and respect diverse groups within the school and community.
- AD4A Apply study skills and test-taking strategies to improve academic achievement.
- CD9A Demonstrate personal and ethical skills needed to work with diverse groups of people.

Supporting Standards for unit:
- SE1B Reflect on personal roles in the community and identify the responsibilities as a community member.
- SE1C Identify the personal characteristics that contribute to the school community.
- AD4B Apply time-management and organizational techniques necessary for assignments and/or task completion.
- AD5A Revive and apply strategies emphasizing individual responsibility for educational tasks and skills.
- 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>
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</thead>
<tbody>
<tr>
<td>respect for others’ personal opinions and ideas.</td>
<td>Demonstrate</td>
<td>Understand</td>
<td>2</td>
</tr>
<tr>
<td>diverse groups within the school and community.</td>
<td>Recognize</td>
<td>Remember</td>
<td>1</td>
</tr>
<tr>
<td>diverse groups within the school and community.</td>
<td>Respect</td>
<td>Apply</td>
<td>3</td>
</tr>
</tbody>
</table>
study skills and test-taking strategies to improve academic achievement. | Apply | Apply | 3
study skills and test-taking strategies to improve academic achievement. | Demonstrate | Understand | 2

**Essential Questions:**
1. How do I identify and understand my feelings and those of others?
2. How can I take others’ perspectives in a situation?
3. What skills do I need to be successful in school?
4. How do I show compassion for others and make and keep friends?

**Enduring Understanding/Big Ideas:**
1. Focusing attention on verbal, physical, and situational clues, and understand that people can have multiple feelings at the same time.
2. Recognize that people may have similar or different feelings, and understand that everyone has different perspectives about other people, places, and situations.
3. Listening with attention and being assertive.
4. Being respectful to others, learning how to make conversations, and learning how to join in a group.

**Unit Vocabulary:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
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</thead>
<tbody>
<tr>
<td>Respect</td>
<td>Assertive</td>
</tr>
<tr>
<td>Empathy</td>
<td>Complex feelings</td>
</tr>
<tr>
<td>Listening with Attention</td>
<td>Compliments</td>
</tr>
<tr>
<td>Perspectives</td>
<td>Compassion</td>
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<td>Strategies</td>
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</tr>
</tbody>
</table>
Topic 1: Empathy and Respect

Engaging Experience 1
Title: Introductory Lesson
Suggested Length of Time: 1 class period

Standards Addressed

Priority:
- SE2 A  Demonstrate respect for others’ personal opinions and ideas.
- SE2 B  Recognize and respect diverse groups within the school and community.

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: The counselor will introduce the unit and play the video that defines both empathy and respect. The Empathy poster from the unit will be used to help the meaning of empathy. Students will do a Think/Turn/Tell to talk about what respect means to them. Watch the music video “Walk Walk Walk” and have students move their feet every time they hear the words “walk, walk, walk”.

Bloom’s Levels: Understand

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

**Title:** Being Respectful Learners

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

**Standards Addressed**

*Priority:*

- AD4 A  Apply study skills and test-taking strategies to improve academic achievement.
- CD9 A  Demonstrate personal and ethical skills needed to work with diverse groups of people.

*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 cards for Lesson 2 and Lesson 3, show the videos that describe situations about listening with attention, and being assertive. Lead a class discussion on what it means to be a respectful learner. Think-turn-tell after each part of the video to check for understanding and have students share how they would handle each scenario. Review with students the terms assertive, aggressive, and passive and have them hand out examples of each in handling the video situations.

**Bloom’s Levels:** Understand

**Webb’s DOK:** 2
Topic 3: Respecting Similarities and Differences/Complex Feelings

Engaging Experience 1
Title: Similarities and Differences
Suggested Length of Time: 1-2 class periods

Standards Addressed

Priority:

- SE2 A  Demonstrate respect for others’ personal opinions and ideas.
- SE2 B  Recognize and respect diverse groups within the school and community.
- CD9 A  Demonstrate personal and ethical skills needed to work with diverse groups of people.

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: Begin the lesson with the game “Just like Me”. Read different statements and ask students to stand up if it is true for them. Then discuss how some stood up for certain statements, and others did not. (You can make up your own statements). For example: ‘I like the color blue”.. - students stand up and say “just like me”- if they do. Then use the video with lesson 4 to look at two students that have similarities and difference. Have students (in groups) see if they can list them. After students share out- have them view the video with lesson 5 on complex feelings and to share a time when they felt more than one feeling at once.

Bloom’s Levels: Understand
Webb’s DOK: 2
Engaging Experience 1

Title: Perspectives and Compassion

Suggested Length of Time: 1-2 class periods

Standards Addressed

Priority:
- SE2 A Demonstrate respect for others’ personal opinions and ideas.
- SE2 B Recognize and respect diverse groups within the school and community.
- CD9 A Demonstrate personal and ethical skills needed to work with diverse groups of people.

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: Begin with the lesson 6 video picture of the optical illusion and discuss what everyone was able to see- and how that fits in with different perspectives. Did everyone see the same thing? Why or why not? Then begin the story and discussion video for lesson 6. Have a follow-up discussion on why each boy felt very differently about the same experience. As a Brain Break read a list of activities and ask students to “stand up” if it’s something they enjoy and why. (These can be made up)- for example.. I like rainy days.. I like vegetables. Those that don’t stand can talk about their perspective and why they feel the way they do. Then move into lesson 9 video- showing compassion. Show the video to students and have them discuss what compassion means and how was it shown in the video. For an “Exit ticket” have students share a time someone showed them compassion.

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</td>
<td>Introduction Lesson</td>
<td>The counselor will introduce the unit and play the video that defines both empathy and respect. The Empathy poster from the unit will be used to help the meaning of empathy. Students will do a Think/Turn/Tell to talk about what respect means to them. Watch the video “Walk Walk Walk” and have students move their feet every time they hear the words “walk, walk, walk”.</td>
<td>1 day</td>
</tr>
<tr>
<td>Being Respectful Learners/</td>
<td>Respectful Learners</td>
<td>Using Second STEP lesson cards for Lesson 2 and Lesson 3, show the videos that describe situations about listening with attention, and being assertive. Lead a class discussion on what it means to be a respectful learner. Think-turn-tell after each part of the video to check for understanding and have students share how they would handle each scenario. Review with students the terms assertive, aggressive, and passive and have them hand out examples of each in handling the video situations.</td>
<td>1 day</td>
</tr>
<tr>
<td>Listening with Attention and Being</td>
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<tr>
<td>Being Assertive</td>
<td></td>
<td></td>
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<tr>
<td>Respecting Similarities and Differences/</td>
<td>Similarities and</td>
<td>Begin the lesson with the game “Just like Me”. Read different statements and ask students to stand up if it is true for them. Then discuss how some stood up for certain statements, and others did not. (You can make up your own statements). For example: ‘I like the color blue’ - students stand up and say “just like me” - if they do. Then use the video with lesson 4 to look at two students that have similarities and difference. Have students (in groups) see if they can list them. After students share out- have them view the video with lesson 5 on complex feelings.</td>
<td>1-2 days</td>
</tr>
<tr>
<td>Complex Feelings</td>
<td>Differences</td>
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</tbody>
</table>
feelings and to share a time when they felt more than one feeling at once.

<table>
<thead>
<tr>
<th>Understanding Different Perspectives/Showing Compassion</th>
<th>Perspectives and Compassion</th>
<th>1-2 class periods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Begin with the lesson 6 video picture of the optical illusion and discuss what everyone was able to see- and how that fits in with different perspectives. Did everyone see the same thing? Why or why not? Then begin the story and discussion video for lesson 6. Have a follow-up discussion on why each boy felt very differently about the same experience. As a Brain Break read a list of activities and ask students to “stand up” if it’s something they enjoy and why. (These can be made up)- for example.. I like rainy days.. I like vegetables. Those that don’t stand can talk about their perspective and why they feel the way they do. Then move into lesson 9 video- showing compassion. Show the video to students and have them discuss what compassion means and how was it shown in the video. For an “Exit ticket” have students share a time someone showed them compassion.</td>
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Unit 2: Emotion Management

Subject: School Counseling
Grade: Fourth
Name of Unit: Emotion Management
Length of Unit: 3-5 class periods
Overview of Unit: The students will develop the ability to manage their own strong feelings before the feelings escalate and result in a negative consequence.

Priority Standards for unit:
- SE1A Recognize positive self-talk and communicate personal thoughts and feelings
- SE2C Identify and practice the skills used to compromise in a variety of situations
- SE3C Utilize 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>Positive self-talk</td>
<td>recognize</td>
<td>understand</td>
<td>1</td>
</tr>
<tr>
<td>Personal thoughts and feelings</td>
<td>communicate</td>
<td>understand</td>
<td>2</td>
</tr>
<tr>
<td>Skills used to compromise in a variety of situations</td>
<td>practice</td>
<td>apply</td>
<td>3</td>
</tr>
<tr>
<td>Coping skills for managing life changes or events</td>
<td>utilize</td>
<td>apply</td>
<td>3</td>
</tr>
</tbody>
</table>

Essential Questions:
1. How do strong feelings affect my thoughts and body?
2. What are some positive self-talk statements that will help calm strong feelings?
3. How can I manage my strong feelings in the face life changes and ideas?

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 use positive self-talk (I can handle this, no big deal, I rock, etc…) to calm down strong feelings.
3. I can use the the “Ways to Calm Down” (stop, name your feeling, calm down) to manage strong feelings in a variety of situations.
### Unit Vocabulary:

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
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</thead>
<tbody>
<tr>
<td>Calm Down</td>
<td>Body Cues/Sensations</td>
</tr>
<tr>
<td>Angry</td>
<td>Belly Breath</td>
</tr>
<tr>
<td>Sad</td>
<td>Self-Talk</td>
</tr>
<tr>
<td>Worried</td>
<td>Manage</td>
</tr>
<tr>
<td>Scared</td>
<td>Handle</td>
</tr>
</tbody>
</table>
Engaging Experience 1
Title: Introducing Emotion Management
Suggested Length of Time: 1-2 class periods

Standards Addressed

Priority:
- SE3C Utilizing coping skills to manage life changes or events
- SE1A Recognize positive self-talk and communicate personal thoughts and feelings
- SE2C Identify and practice the skills used to compromise in a variety of situations

Detailed Description/Instructions: School counselor will introduce video in lesson 10 by leading a discussion about strong emotions. After watching part 1, students identify the trigger for the strong emotion and discuss how the emotion affected her mind and body. Play part 2 of the video and discuss the escalation of Maia’s feelings. Play the video from lesson 11 and discuss the first two steps to calm down (stop, name your feeling). Play the video from lesson 12 and have students identify the three “Ways to Calm Down” that Maia used. Students practice belly breathing. Play part 2 from lesson 12 and students will discuss how calming down allowed Maia to solve the problem rather than escalating the situation. Students will fill out the worksheet (Emotion Management Grade 4) and explain a situation in which they feel a strong feeling and how they recognize that feeling in their bodies.

Optional resources: https://www.mindyeti.com/

Bloom’s Levels: Apply
Webb’s DOK: 3
Topic 2: Coping Skills

Engaging Experience 1
Title: Avoiding Jumping to Conclusions
Suggested Length of Time: 1 class period

Standards Addressed

Priority:
- SE1A Recognize positive self-talk and communicate personal thoughts and feelings
- SE3C Utilize coping skills for managing life changes or events

Detailed Description/Instructions: School counselor opens the lesson by asking students if they can explain what “jumping to conclusions” means. Show students the first screen and explain how jumping to conclusions can lead to negative consequences because you don’t have all the information before you act. Play part 1 of video and discuss how Darlene is jumping to conclusions. Have students problem solve and suggest how Darlene could calm down and solve this problem. You may have students in groups of 3-4 role play this situation and show the class how they think Darlene should react. Play part 2 of video and discuss what Darlene found out by not jumping to a conclusion. Have students complete handout 14 (page 131). Students will identify the positive statement in a variety of scenarios and then create their own scenario and self-talk statements. Have a few students read out their own scenarios and positive self-talk statements to the group. Collect handouts for exit ticket.

Optional resources: https://www.mindyeti.com/

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

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<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
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</thead>
<tbody>
<tr>
<td>Managing Strong Feelings</td>
<td>Introducing Emotion Management</td>
<td>School counselor will introduce video in lesson 10 by leading a discussion about strong emotions. After watching part 1, students identify the trigger for the strong emotion and discuss how the emotion affected her mind and body. Play part 2 of the video and discuss the escalation of Maia’s feelings. Play the video from lesson 11 and discuss the first two steps to calm down (stop, name your feeling). Play the video from lesson 12 and have students identify the three “Ways to Calm Down” that Maia used. Students practice belly breathing. Play part 2 from lesson 12 and students will discuss how calming down allowed Maia to solve the problem rather than escalating the situation. Students will fill out the worksheet (Emotion Management Grade 4) and explain a situation in which they feel a strong feeling and how they recognize that feeling in their bodies. Optional resources: <a href="https://www.mindyeti.com/">https://www.mindyeti.com/</a></td>
<td>2 class periods</td>
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<tr>
<td>Coping Skills</td>
<td>Avoiding Jumping to Conclusions</td>
<td>School counselor opens the lesson by asking students if they can explain what “jumping to conclusions” means. Show students the first screen and explain how jumping to conclusions can lead to negative consequences because you don’t have all the information before you act. Play part 1 of video and discuss how Darlene is jumping to conclusions. Have students problem solve and suggest how Darlene could calm down and solve this problem. You may have students in groups of 3-4 role play this situation and show the class how they think Darlene should react.</td>
<td>1 class period</td>
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Play part 2 of video and discuss what Darlene found out by not jumping to a conclusion. Have students complete handout 14 (page 131). Students will identify the positive statement in a variety of scenarios and then create their own scenario and self-talk statements. Have a few students read out their own scenarios and positive self-talk statements to the group. Collect handouts for exit ticket.
Optional resources: https://www.mindyeti.com/
Unit 3: Problem Solving

**Subject:** School Counseling  
**Grade:** Fourth  
**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 using the STEP method. Students will also be able to identify situations in which this strategy would be helpful.

**Priority Standards for unit:**  
- SE2A Demonstrate respect for others’ personal opinions and ideas.  
- SE2C Identify and practice the skills used to compromise in a variety of situations.

<table>
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<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
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<tbody>
<tr>
<td>Respect for others’ personal opinions and ideas</td>
<td>demonstrate</td>
<td>apply</td>
<td>2</td>
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<tr>
<td>The skills used to compromise in a variety of situations</td>
<td>identify</td>
<td>understand</td>
<td>3</td>
</tr>
<tr>
<td>The skills used to compromise in a variety of situations</td>
<td>practice</td>
<td>apply</td>
<td>3</td>
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**Essential Questions:**  
1. How can I solve problems with my peers?  
2. Which situations at school might require me to use my problem solving strategy?

**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 may need to use STEP to solve problems related to sharing items, working in a group, owning my actions, encountering problems on the playground and dealing with peer pressure.

**Unit Vocabulary:**

Board Approved: June 21, 2018
<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
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</thead>
<tbody>
<tr>
<td>Problem-solving</td>
<td>STEP</td>
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<td>Solution</td>
<td>Peer pressure</td>
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<tr>
<td>Consequence</td>
<td>Excluded</td>
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<tr>
<td>Peer</td>
<td>Blaming</td>
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</tbody>
</table>
Engaging Experience 1
Title: Introduction to Problem-Solving
Suggested Length of Time: 2 class periods
Standards Addressed

Priority:
- SE2A Demonstrate respect for others’ personal opinions and ideas.
- SE2C Identify and practice the skills used to compromise in a variety of situations.

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 two students who cannot agree on how to share a computer. Students will get through “S”- say the problem on the first day. It will also introduce “blaming” and how is impacts problem-solving. 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: Demonstrate, Identify, Practice
Webb’s DOK: 2, 3
<table>
<thead>
<tr>
<th>Topic</th>
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<th>Suggested Length of Time</th>
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<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 two students who cannot agree on how to share a computer. Students will get through “S”- say the problem on the first day. It will also introduce “blaming” and its negative impact on effective problem-solving. 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 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 days</td>
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Unit 5: Safety/Drugs

Subject: School Counseling
Grade: Fourth 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 Apply effective problem-solving, decision-making, and refusal skills to make safe and healthy choices in various life situations.
- SE3C Utilize coping skills for managing life changes or events.

Supporting Standards for unit:
- SE3B Describe different types of violence and harassment, and identify strategies for intervention.

Unwrapped Concepts (Students need to know) | Unwrapped Skills (Students need to be able to do) | Bloom’s Taxonomy Levels | Webb’s DOK
--- | --- | --- | ---
Effective problem-solving, decision-making, and refusal skills to make safe and healthy life choices in various life situations. | Apply | Apply | 4
Coping skills for managing life changes or events. | Utilize | Apply | 3

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>
Engaging Experience 1
Title: I’m In Charge
Suggested Length of Time: 1-2 class periods

Standards Addressed

Priority:
- SE3A Apply effective problem-solving, decision-making, and refusal skills to make safe and healthy choices in various life situations.

Supporting:
- SE3B Describe different types of violence and harassment, and identify strategies for intervention.

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 class period

Standards Addressed

Priority:

- SE3B Describe different types of violence and harassment, and identify strategies for intervention.

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: 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>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, 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 that prescription medication is ONLY meant to be taken by the person that is prescribed the medicine. Explain to students that they should 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 when they see a weapon they should tell a safe adult. 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.</td>
<td>1 class period</td>
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<td>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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</table>
Unit 5: Careers

Subject: School Counseling
Grade: Fourth
Name of Unit: Careers
Length of Unit: 2 class periods
Overview of Unit: The goal of this unit is to develop the students’ ability to connect skills, interests, training, and education to jobs and career opportunities within our community and throughout the world.

Priority Standards for unit:
- CD7A Compare interests and strengths with those of workers in the local community.
- CD7B Identify school and community resources available for exploration of the six career paths.
- CD7C Recognize the contributions of all jobs in the community.
- CD8A Relate current student learning to each of the six career paths.
- CD8B Outline the training and educational requirements for a variety of careers.
- CD9A Demonstrate personal and ethical skills needed to work with diverse groups of people.

Supporting Standards for unit:
- CD9B Identify the components of a portfolio.
- AD6A Revise and practice education goal-setting and self-assessment skills.

<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 local community</td>
<td>Compare</td>
<td>Analyze</td>
<td>3</td>
</tr>
<tr>
<td>school and community resources available for exploration of the six career paths</td>
<td>Identify</td>
<td>Understand</td>
<td>2</td>
</tr>
<tr>
<td>the contributions of all jobs in the community</td>
<td>Recognize</td>
<td>Understand</td>
<td>2</td>
</tr>
<tr>
<td>current student learning to each of the six career paths</td>
<td>Relate</td>
<td>Understand</td>
<td>2</td>
</tr>
<tr>
<td>the training and educational requirements for a variety of careers</td>
<td>Outline</td>
<td>Understand</td>
<td>2</td>
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</table>
Essential Questions:
1. How do our interests and strengths compare to those in the global working community?
2. What are the 6 Career Paths?
3. How do workers in the 6 career paths make contributions to the greater community?
4. How do the roles and responsibilities of workers differ across the 6 career paths?
5. What training and educational requirements are necessary for jobs in the 6 career paths?
6. What personal, ethical and work habits are needed for success in school and work environment?
7. 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. 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.
4. The output of the career determines the roles and responsibilities necessary for workers in that field.
5. 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.
6. Each person’s unique skills, talents, and strong work habits are essential to school and career success.
7. The interest inventory provides clues to individual career path alignment.

Unit Vocabulary:

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<td>Job</td>
<td>Career Paths</td>
</tr>
<tr>
<td>Work</td>
<td>Health Services</td>
</tr>
<tr>
<td>Career</td>
<td>Industrial and Engineering Technology</td>
</tr>
<tr>
<td></td>
<td>Health Services;</td>
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<tr>
<td></td>
<td>Natural Resources/Agriculture</td>
</tr>
<tr>
<td></td>
<td>Business Management and Technology</td>
</tr>
<tr>
<td></td>
<td>Arts and Communication</td>
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Topic 1: Career Paths and Exploration

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
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 Interest Inventory on Missouri Connections and discuss the skills, training, and/or education needed for 3 or more specific working environments.

Bloom’s Levels: Apply, Analyze
Webb’s DOK: 4, 3
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<tr>
<td>Career Paths and Exploration</td>
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<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</td>
<td>The counselor will discuss and log on to Missouri Connections. The counselor will explain that Missouri Connections is a great tool for career exploration. The counselor will go to the Assessments tab and click on Career Cluster Inventory. After completion of the inventory through voluntary whole group participation, the counselor will research the career path(s) that most closely matched the large group’s previously shared interests. The counselor will identify at least three jobs in the career path and identify skills, training, and or education is needed for success in the career.</td>
<td>30-50 minutes</td>
</tr>
</tbody>
</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.