**Elementary Kindergarten 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>
| 2-3 class periods | Skills for Learning      | Topic 1: Introduction  
Top 2: Focus/Listening Skills  
Top 3: Self-Talk/Assertive Communication |
| 2-3 class periods | Empathy               | Topic 1: Bullying  
Top 2: Respecting Differences |
| 2-3 class periods | Emotion Management      | Topic 1: Feelings Words  
Topic 2: Body Sensations  
Topic 3: Calming Down |
| 3-4 class periods | Problem Solving         | Topic 1: Tattling and Reporting  
Topic 2: Problem Solving |
| 2-3 class periods | Safety/Drugs            | Topic 1: Safety  
Topic 2: Substance Education |
| 1-2 class periods | Careers                 | Topic 1: Introducing Career Paths |
Unit 1: Skills for Learning

Subject: School Counseling  
Grade: Kindergarten  
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 follow classroom and school routines  
- AD6A Identify the skills needed to be a successful learner  
- AD4B Identify work habits necessary for school success  
- AD5A Identify how school expectations are different from home, daycare, and preschool  
- SE1C Identify character traits needed for different situations  
- CD7C Recognize that all work is important

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>Classroom and school routines</td>
<td>Identify</td>
<td>Remember</td>
<td>1</td>
</tr>
<tr>
<td>Classroom and school routines</td>
<td>Follow</td>
<td>Understand</td>
<td>2</td>
</tr>
<tr>
<td>Skills needed to be a successful learner</td>
<td>Identify</td>
<td>Remember</td>
<td>1</td>
</tr>
<tr>
<td>Work habits necessary for school success</td>
<td>Identify</td>
<td>Remember</td>
<td>1</td>
</tr>
<tr>
<td>How school expectations are different from home, daycare, and preschool</td>
<td>Identify</td>
<td>Remember</td>
<td>1</td>
</tr>
<tr>
<td>Character traits needed for different situations</td>
<td>Identify</td>
<td>Remember</td>
<td>1</td>
</tr>
<tr>
<td>All work is important</td>
<td>Recognize</td>
<td>Understand</td>
<td>2</td>
</tr>
</tbody>
</table>
**Essential Questions:**
1. How can I use skills to be successful?
2. How can I advocate for myself assertively at school?
3. How do I demonstrate attention skills at school?

**Enduring Understanding/Big Ideas:**
1. Listening and following directions are important skills for learning.
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.

**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>
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</tbody>
</table>
Engaging Experience 1
Title: Introductory Lesson
Suggested Length of Time: 1 class period
Standards Addressed

Priority:
- CD7C Recognize that all work is important
- AD4A Identify and follow classroom and school routines

Supporting:

Detailed Description/Instructions: The school counselor will introduce himself/herself to the class and the role of the school counselor by using Mr. or Mrs. Potato head figurine and coloring sheet. School Counselor may call students up to pull a body part of Mr. or Mrs. Potato head out of a bag and explain how each one matches with a role of the school counselor:
- Feet/Shoes: You will see your school counselor walk up and down the halls visiting classes and talking with teachers.
- Hands/arms: Your school counselor has helping hands and hugs whenever you feel down.
- Ears: Your school counselor is here to listen to your feelings/problems whenever you need her.
- Mouth (with a paper X over it): Your school counselor does not repeat what you tell her unless you are being hurt or in danger.
- Eyes: Your school counselor's job is to look out for her students and help see ways to help students.
- Paper book (taped to a hand): Your school counselor may read stories to you in class.
- Paper phone (taped to other hand): Your school counselor may talk with your parents or teachers on how to help you be the best that you can be.
- Bag: Your school counselor has a bag of tricks that can help you find new ways to try to make friends, help with bullies, do a great job in school.

Bloom’s Levels: Understand
Webb’s DOK: 1
Topic 2: Focus/Listening Skills

Engaging Experience 1

Title: Learning to Listen and Focus Attention

Suggested Length of Time: 1 class period

Standards Addressed

Priority:
- AD4A Identify and follow classroom and school routines
- AD6A Identify the skills needed to be a successful learner
- AD4B Identify work habits necessary for school success
- AD5A Identify how school expectations are different from home, daycare, and preschool
- SE1C Identify character traits needed for different situations

Supporting:

Detailed Description/Instructions: School Counselor will introduce Second Step puppets, Puppy and Snail. School Counselor will introduce listening skills and role play with Puppy and Snail the listening rules of: eyes watching, ears listening, voices quiet, body still. School Counselor will introduce the idea of the “attent-o-scope” from Second Step and explain that focusing attention involves using eyes, ears and brain. School Counselor 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

Webb’s DOK: 2
Engaging Experience 1

Title: Being Assertive

Suggested Length of Time: 1 class period

Standards Addressed

Priority:
- AD6A Identify the skills needed to be a successful learner
- AD4B Identify work habits necessary for school success
- AD5A Identify how school expectations are different from home, daycare, and preschool
- SE1C Identify character traits needed for different situations

Supporting:

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

Webb’s DOK: 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>
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  - Hands/arms: Your school counselor has helping hands and hugs whenever you feel down.  
  - Ears: Your school counselor is here to listen to your feelings/problems whenever you need her  
  - Mouth (with a paper X over it): Your school counselor does not repeat what you tell her unless you are being hurt or in danger  
  - Eyes: Your school counselor's job is to look out for her students and help see ways to help students.  
  - Paper book (taped to a hand): Your school counselor may read stories to you in class.  
  - Paper phone (taped to other hand): Your school counselor may talk with your parents or teachers on how to help you be the best that you can be.  
  - Bag: Your school counselor has a bag of tricks that can help you find new ways to try to make friends, help with bullies, do a great job in school. | 1 class period           |
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<th>Learning to Listen and Focus Attention</th>
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<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 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.</td>
<td>1 class period</td>
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Unit 2: Empathy

Subject: School Counseling
Grade: Kindergarten
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 that those differences should be celebrated.

Priority Standards for unit:
- SE2B Identify similarities between self and others
- SE3A Identify safe and healthy choices at home and school
- SE2C Identify feelings of others
- SE1C Identify character traits needed for different situations

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.

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<th>Webb's DOK</th>
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</thead>
<tbody>
<tr>
<td>Similarities between self and others</td>
<td>Identify</td>
<td>Remember</td>
<td>1</td>
</tr>
<tr>
<td>Safe and healthy choices at home and school</td>
<td>Identify</td>
<td>Remember</td>
<td>1</td>
</tr>
<tr>
<td>Feelings of others</td>
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<td>Remember</td>
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<tr>
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<td>Identify</td>
<td>Remember</td>
<td>1</td>
</tr>
</tbody>
</table>
**Essential Questions:**
1. How can I show empathy?
2. How do I stand up for myself and others?

**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>
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</thead>
<tbody>
<tr>
<td>Similarities</td>
<td>Empathy</td>
</tr>
<tr>
<td>Differences</td>
<td></td>
</tr>
<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>
</tr>
</tbody>
</table>
Engaging Experience 1

Title: What is Bullying?

Suggested Length of Time: 1 class period

Standards Addressed

Priority:
- SE3A Identify safe and healthy choices at home and school
- SE1C Identify character traits needed for different situations

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 will 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. Counselor may read “One” by Kathryn Otoshi or “Howard B Wigglebottom Learns About Bullies” by Howard Binkow.

Bloom’s Levels: Apply

Webb’s DOK: 4
Topic 2: Respecting Differences

Engaging Experience 1
Title: Same and Different
Suggested Length of Time: 1 class period

Standards Addressed

Priority:
- SE2B Identify similarities between self and others
- SE2C Identify feelings of others

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 will read and discuss “It’s Okay to be Different” by Todd Parr, “The Crayon Box that Talked” by Michael Letzig or “Elmer” by David McKee.

The students can color each petal of a flower a different color that corresponds to a question or color the Elmer coloring sheet and then showcase how everyone in the class’s flower/picture is different.

Bloom’s Levels: Analyze
Webb’s DOK: 2
# Summary of Engaging Learning Experiences for Topics

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<td>Bullying</td>
<td>What is Bullying?</td>
<td>School Counselor will 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. Counselor may read “One” by Kathryn Otoshi or “Howard B Wigglebottom Learns About Bullies” by Howard Binkow.</td>
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<tr>
<td>Respecting Differences</td>
<td>Same and Different</td>
<td>School Counselor will read and discuss “It’s Okay to be Different” by Todd Parr, “The Crayon Box that Talked” by Michael Letzig or “Elmer” by David McKee. The students can color each petal of a flower a different color that corresponds to a question or color the Elmer coloring sheet and then showcase how everyone in the class’s flower/picture is different.</td>
<td>1 class period</td>
</tr>
</tbody>
</table>
Unit 3: Emotion Management

Subject: School Counseling
Grade: Kindergarten
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 basic feelings
- SE3A Identify safe and healthy choices at home and school
- SE3C Identify different life changes or events

<table>
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<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
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<th>Webb’s DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic feelings</td>
<td>Identify</td>
<td>Remember</td>
<td>1</td>
</tr>
<tr>
<td>Safe and healthy choices</td>
<td>Identify</td>
<td>Remember</td>
<td>1</td>
</tr>
<tr>
<td>Different life changes or events</td>
<td>Identify</td>
<td>Remember</td>
<td>1</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>
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</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>
Engaging Experience 1
Title: Feelings and More Feelings
Suggested Length of Time: 1 class period
Standards Addressed

Priority:

- SE1A Identify basic 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 lessons 6 & 7). Students will model how their face and body would look if they were experiencing a particular feeling.


Bloom’s Levels: Understand
Webb’s DOK: 1
Engaging Experience 1
Title: We Feel Feelings in Our Body
Suggested Length of Time: 1 class period

Standards Addressed

Priority:
- SE1A Identify basic feelings

Detailed Description/Instructions: The students will discuss a 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

Bloom’s Levels: Understand
Webb’s DOK: 1
Engaging Experience 1
Title: Managing Strong Feelings
Suggested Length of Time:
Standards Addressed

Priority:
- SE1A Identify basic feelings
- SE3A Identify safe and healthy choices at home and school
- SE3C Identify different life changes or events

Detailed Description/Instructions: School Counselor will teach students the calm down STEP 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 13-17.

Optional resources/activity: Emotional ABCs, Power Plans

Bloom’s Levels: Apply

Webb’s DOK: 4
<table>
<thead>
<tr>
<th>Topic</th>
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<th>Description</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Feelings Words</td>
<td>Feelings and More Feelings</td>
<td>School Counselor will show students pictures of different types of feelings by using the Second Step cards (reference Second Step lessons 6 &amp; 7). 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, Happy Hippo, Angry Duck by Sandra Boyton</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 a picture story 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</td>
<td>1 class period</td>
</tr>
<tr>
<td>Calming Down</td>
<td>Managing Strong Feelings</td>
<td>School Counselor will teach students the calm down steSE 1. Stop 2. Name Your Feeling 3. Calm Down. Students will participate in skill practice and model the calm down steSE using different scenarios. School Counselor can use the belly breathing video included within the lessons. Reference Second Step Lessons 13-17. Optional resources/activity: Emotional ABCs, Power Plans</td>
<td>1 class period</td>
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</tbody>
</table>
Unit 4: Problem Solving

Subject: School Counseling  
Grade: Kindergarten  
Name of Unit: Problem Solving  
Length of Unit: 3-4 class periods  
Overview of Unit: The students will differentiate between tattling and reporting and learn how to solve small size problems by using the STEP problem solving process.

Priority Standards for unit:
- SE2A Demonstrate how to be a friend
- CD9A Identify personal and ethical skills needed to work cooperatively with others in a group at school.
- SE2C Apply the steps of solving problems and conflicts with others.

<table>
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<th>Webb’s DOK</th>
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</thead>
<tbody>
<tr>
<td>How to be a friend</td>
<td>Demonstrate</td>
<td>Apply</td>
<td>4</td>
</tr>
<tr>
<td>Cooperation skills</td>
<td>Identify</td>
<td>Remember</td>
<td>1</td>
</tr>
<tr>
<td>the steps of solving problems and conflicts with others</td>
<td>Apply</td>
<td>Apply</td>
<td>3</td>
</tr>
</tbody>
</table>

Essential Questions:
1. How can I solve problems with my peers?
2. How can I tell the difference between tattling and reporting?

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. Tattling is small size problem that I can solve on my own and reporting is a adult size problem, an emergency (someone is in danger, hurt, etc.).
Unit Vocabulary:

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Tattling</td>
<td>STEP</td>
</tr>
<tr>
<td>Reporting</td>
<td></td>
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<tr>
<td>Problem-solving</td>
<td></td>
</tr>
<tr>
<td>Solution</td>
<td></td>
</tr>
<tr>
<td>Consequence</td>
<td></td>
</tr>
</tbody>
</table>
Topic 1: Tattling and Reporting

Engaging Experience 1
Title: Tattling and Reporting
Suggested Length of Time: 1 class period

Standards Addressed

Priority:
- SE2A Demonstrate how to be a friend
- CD9A Identify personal and ethical skills needed to work cooperatively with others in a group at school.
- SE2C Apply the steps of solving problems and conflicts with others.

Supporting:

Detailed Description/Instructions: School counselor will read one of the optional books to teach tattling and reporting. The students will participate in a movement activity to differentiate between a tattling vs reporting situation using criteria such as (1. Do I need to tell a teacher right now? 2. Is somebody in danger? 3. Is this problem my business? 4. Am I trying to help?)
Optional resources: A Bad Case of Tattle Tongue by Julia Cook, Don’t Squeal Unless It’s a Big Deal by Jeanie Franz Ransom.

Bloom’s Levels: Analyze

Webb’s DOK: 4
Engaging Experience 1

Title: Solving Problems with STEP

Suggested Length of Time: 1-2 class periods

Standards Addressed

Priority:
- SE2A Demonstrate how to be a friend
- CD9A Identify personal and ethical skills needed to work cooperatively with others in a group at school.
- SE2C Apply the steps of solving problems and conflicts with others.

Supporting:

Detailed Description/Instructions: School Counselor will use a picture card to teach what each letter of STEP stands for. The students can Think Pair Share to practice solving a problem of their own or a problem on one of the picture cards. School Counselor can teach a simple motions to the STEP song. Reference Second Step lessons 19-24.

Bloom’s Levels: Apply

Webb’s DOK: 3
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<td>1 class period</td>
</tr>
<tr>
<td>Problem Solving</td>
<td>Solving Problems with STEP</td>
<td>School Counselor will use a picture card to teach what each letter of STEP stands for. The students can Think Pair Share to practice solving a problem of their own or a problem on one of the picture cards. School Counselor can teach a simple motions to the STEP song. Reference Second Step lessons 19-24.</td>
<td>1-2 class periods</td>
</tr>
</tbody>
</table>
Unit 5: Safety/Drugs

Subject: School Counseling
Grade: Kindergarten
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 safe and healthy choices for home and school.
- SE 3B- Identify safe/unsafe situations
- RA.3.A.K- Recognize that there are safe and unsafe substances that can be taken into the body. Identify ways to stay away from dangerous substances.
- RA.3.B.K- Recognize that medicine is used to prevent or treat certain health problems, taken under adult supervision.
- RA.3.C.K. Recognize that TAOD (tobacco, alcohol and other drugs) can have dangerous effects on the body.

<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>That there are safe and healthy choices for home and school.</td>
<td>Recognize</td>
<td>Understand</td>
<td>2</td>
</tr>
<tr>
<td>That there are safe/unsafe situations.</td>
<td>Recognize</td>
<td>Understand</td>
<td>2</td>
</tr>
<tr>
<td>That there are safe and unsafe substances that can be taken into the body.</td>
<td>Recognize</td>
<td>Remember</td>
<td>1</td>
</tr>
<tr>
<td>Ways to stay away from dangerous substances.</td>
<td>Identify</td>
<td>Remember</td>
<td>1</td>
</tr>
<tr>
<td>That medicine is used to prevent or treat certain health problems, taken under adult supervision.</td>
<td>Recognize</td>
<td>Remember</td>
<td>1</td>
</tr>
<tr>
<td>That TAOD (tobacco, alcohol, and other drugs) can have dangerous effects on the body.</td>
<td>Recognize</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 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 you 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 you 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 class periods
Standards Addressed

Priority:
- PS 3A- Identify safe and healthy choices for home and school.
- PS 3B- Identify safe/unsafe situations

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: Understanding
Webb’s DOK: 2
Topic 2: Substance Education

Engaging Experience 1

Title: Recognizing Safe and Unsafe Substances and Prevention

Suggested Length of Time: 1 class period

Standards Addressed

Priority:

- RA.3.A.K- Recognize that there are safe and unsafe substances that can be taken into the body. Identify ways to stay away from dangerous substances.
- RA.3.B.K- Recognize that medicine is used to prevent or treat certain health problems, taken under adult supervision.
- RA.3.C.K. Recognize that TAOD (tobacco, alcohol and other drugs) can have dangerous effects on the body.

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
<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>The Safe Side</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 class period</td>
</tr>
</tbody>
</table>
Unit 6: Careers

Subject: School Counseling
Grade: Kindergarten
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 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

<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>Likes and dislikes at home and school</td>
<td>Identify</td>
<td>Understand</td>
<td>1</td>
</tr>
<tr>
<td>Workers in the school and family</td>
<td>Identify</td>
<td>Understand</td>
<td>1</td>
</tr>
<tr>
<td>Work is important</td>
<td>Recognize</td>
<td>Understand</td>
<td>1</td>
</tr>
<tr>
<td>Roles and responsibilities of family members in the world of work</td>
<td>Identify</td>
<td>Understand</td>
<td>1</td>
</tr>
<tr>
<td>Skills family members use in their work</td>
<td>Identify</td>
<td>Understand</td>
<td>1</td>
</tr>
<tr>
<td>Helper jobs available in the classroom</td>
<td>Identify</td>
<td>Understand</td>
<td>1</td>
</tr>
<tr>
<td>Personal roles in the family</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>
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<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>
Topic 1: Introducing Career Paths

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)
## 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>
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<tbody>
<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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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.