Elementary Second Grade Counseling Curriculum

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

Scope and Sequence:

<table>
<thead>
<tr>
<th>Timeframe</th>
<th>Unit</th>
<th>Instructional Topics</th>
</tr>
</thead>
</table>
| 2-3 class periods | Skills for Learning | Topic 1: Introduction  
|                 |                 | Topic 2: Being Respectful/ Focus Attention  
|                 |                 | and Listening Skills  
|                 |                 | Topic 3: Assertiveness                                        |
| 2-3 class periods | Empathy         | Topic 1: Bullying  
|                 |                 | Topic 2: Respecting Differences                                |
| 2-3 class periods | Emotion Management | Topic 1: Body Clues  
|                 |                 | Topic 2: Calming Down  
|                 |                 | Topic 3: Getting What We Want or Need                         |
| 4-5 class periods | Problem Solving | Topic 1: Compromise  
|                 |                 | Topic 2: Problem Solving                                      |
|                 |                 | Topic 3: Social Cues                                          |
| 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: Second
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 Demonstrate skills needed to complete classroom tasks independently.
- AD4B Build individual work habits and study skills that apply to a variety of learning situations.
- AD5A Develop strategies to meet increased school expectations.
- AD6A Identify goals that lead to learner success.
- CD7C Explain the importance of jobs and workers in the community.
- SE1C Compare and contrast character traits needed for different situations.
- SE1B Identify personal roles in the community.

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>Skills needed to complete classroom tasks independently</td>
<td>Demonstrate</td>
<td>Apply</td>
<td>2</td>
</tr>
<tr>
<td>Individual work habits and study skills that apply to a variety of learning situations</td>
<td>Build</td>
<td>Apply</td>
<td>4</td>
</tr>
<tr>
<td>Strategies to meet increased school expectations.</td>
<td>Develop</td>
<td>Apply</td>
<td>3</td>
</tr>
<tr>
<td>Goals that lead to learner success.</td>
<td>Identify</td>
<td>Understand</td>
<td>2</td>
</tr>
<tr>
<td>The importance of jobs and workers in the community.</td>
<td>Explain</td>
<td>Understand</td>
<td>2</td>
</tr>
</tbody>
</table>
Character traits needed for different situations. | Compare and contrast | Analyze | 3
--- | --- | --- | ---
Personal roles in the community | Identify | Understand | 2

**Essential Questions:**
1. What skills do I need to be 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. What are the role of workers 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>
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</tbody>
</table>
Engaging Experience 1

Title: Introductory Lesson

Suggested Length of Time: 1 class period

Standards Addressed

Priority:

- AD5A Develop strategies to meet increased school expectations.
- CD7C Explain the importance of jobs and workers in the community.

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 s’more to help students understand the role of a school counselor. For example, the graham crackers represent the support the counselor provides to all students, the chocolate represents classroom visits, the marshmallows represent individual and group meetings.

Bloom’s Levels: Understand

Webb’s DOK: 1
Topic 2: Being Respectful/Focus Attention and Listening Skills

Engaging Experience 1
Title: Being Respectful and Learning to Listen and Focus Attention
Suggested Length of Time: 1 class period

Standards Addressed

Priority:
- AD4A Demonstrate skills needed to complete classroom tasks independently.
- AD4B Build individual work habits and study skills that apply to a variety of learning situations.
- AD5A Develop strategies to meet increased school expectations.
- AD6A Identify goals that lead to learner success.

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 the word Respect. School Counselor will ask students to give a thumbs up if they’ve heard of the word Respect. School Counselor will ask students to turn and tell their neighbor what Respect means to them. School Counselor will explain that when you were listening and paying attention to your neighbor, that was being respectful. School Counselor will define Respectful as thinking about how others want to be treated and treat them that way. School Counselor will show picture from Second Step Lesson 1 and use the story and discussion from the card. (Reference: Second Step Lesson 1 Card). School Counselor will then show picture from Second Step Lesson 2 Card and use the story and discussion from the card. (Reference: Second Step Lesson 2 Card). School Counselor will review and demonstrate respectful Listening Rules, eyes watching, ears listening, voices quiet, body still.

Bloom’s Levels: Understand
Webb’s DOK: 2
Engaging Experience 1
Title: Being Assertive
Suggested Length of Time: 1 class period
Standards Addressed
  Priority:
  ● AD4A Demonstrate skills needed to complete classroom tasks independently.
  ● AD4B Build individual work habits and study skills that apply to a variety of learning situations.
  ● AD5A Develop strategies to meet increased school expectations.
  ● AD6A Identify goals that lead to learner success.
  ● SE1C Compare and contrast character traits needed for different situations.
  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 an important Skill for Learning that students can use to stay focused, stay on task, and ignore distractions. Self-talk can also help students manage their emotions so they can make better decisions in stressful situations. 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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</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 s’more to help students understand the role of a school counselor. For example, the graham crackers represent the support the counselor provides to all students, the chocolate represents classroom visits, the marshmallows represent individual and group meetings.</td>
<td>1 class period</td>
</tr>
<tr>
<td>Being Respectful/ Focus Attention and Listening</td>
<td>Being Respectful and Learning to Listen and Focus Attention</td>
<td>School Counselor will introduce the word Respect. School Counselor will ask students to give a thumbs up if they’ve heard of the word Respect. School Counselor will ask students to turn and tell their neighbor what Respect means to them. School Counselor will explain that when you were listening and paying attention to your neighbor, that was being respectful. School Counselor will define Respectful as thinking about how others want to be treated and treat them that way. School Counselor will show picture from Second Step Lesson 1 and use the story and discussion from the card. (Reference: Second Step Lesson 1 Card). School Counselor will then show picture from Second Step Lesson 2 Card and use the story and discussion from the card. (Reference: Second Step Lesson 2 Card). School Counselor will review and demonstrate respectful Listening Rules, eyes watching, ears listening, voices quiet, body still.</td>
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<td>Being Assertive</td>
<td>School Counselor will review listening rules and focusing attention. School Counselor will explain that Self-Talk is an important Skill for Learning that students can use to stay focused, stay on task, and ignore distractions. Self-talk can also help students manage their emotions so they can make better decisions in stressful situations. 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>
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Unit 2: Empathy

Subject: School Counseling
Grade: Second
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 families and their traditions.
- SE3A Practice the steps of problem solving and decision making for personal safety.
- SE2C Identify the steps of solving problems and conflicts with others.
- SE1C Compare and contrast 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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<tr>
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<th>Webb’s DOK</th>
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</thead>
<tbody>
<tr>
<td>Similarities and differences among families and their traditions.</td>
<td>Identify</td>
<td>Analyze</td>
<td>2</td>
</tr>
<tr>
<td>The steps of problem solving and decision making for personal safety.</td>
<td>Practice</td>
<td>Appy</td>
<td>3</td>
</tr>
<tr>
<td>The steps of solving problems and conflicts with others.</td>
<td>Identify</td>
<td>Understand</td>
<td>1</td>
</tr>
<tr>
<td>Character traits needed for different situations.</td>
<td>Compare and Contrast</td>
<td>Analyze</td>
<td>3</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 feel differently 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 and show empathy and compassion.

**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>Compassion</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>
Topic 1: Bullying

Engaging Experience 1
Title: What is Bullying?
Suggested Length of Time: 1 class period

Standards Addressed

Priority:
- SE3A Practice the steps of problem solving and decision making for personal safety.
- SE2C Identify the steps of solving problems and conflicts with 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 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, 3
Topic 2: Respecting Differences

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

Standards Addressed

Priority:
- SE2B Identify similarities and differences among families and their traditions.
- SE1C Compare and contrast 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: Revisit the definition of empathy (feeling or understanding what someone else is feeling). School counselor may use Lesson 8 of the Second Step Curriculum, “Respecting Different Preferences”. Activities in this lesson include surveying students about differing preferences and creating a “human bar graph” and identifying the different ways students in a picture card feel about a situation using nonverbal situational clues. The counselor can also use Lesson 9, “Showing Compassion”, in which students brainstorm ways to show compassion and empathy for a student in a picture card who is experiencing distress.

Bloom’s Levels: Understand, Apply and Analyze
Webb’s DOK: 1, 2, 3
<table>
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<td>Bullying</td>
<td>What is Bullying?</td>
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<td>Same and Different</td>
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Unit 3: Emotion Management

Subject: School Counseling
Grade: Second 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 Express a variety of feelings.
- SE2A Identify and demonstrate the interpersonal skills needed to make and keep a friend.
- SE3C Recognize the effects of life changes or events related to self and others.

<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>Express</td>
<td>Understand</td>
<td>2</td>
</tr>
<tr>
<td>And demonstrate the interpersonal skills needed to make and keep a friend.</td>
<td>Identify</td>
<td>Analyze</td>
<td>4</td>
</tr>
<tr>
<td>the effects of life changes or events related to self and others.</td>
<td>Recognize</td>
<td>Understand</td>
<td>2</td>
</tr>
</tbody>
</table>

Essential Questions:
1. What cues does your body give when you are having a strong feeling?
2. How can I calm down when I am having a strong feeling?
3. When I am angry, what is the best way to communicate that I want or need something from a friend?

Enduring Understanding/Big Ideas:
1. I can recognize when my body sensations (tight fists, heart pumping, red face, increased breathing etc.) when I have a strong feelings
2. I can calm down by saying “STOP” to myself, naming my feeling, and using a calm down strategy (belly breaths, counting, self-talk).
3. I can calm down and then be assertive to respectfully get what I want or need.
### 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>
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<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 Express 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 11). Students will model how their face and body would look if they were experiencing a particular feeling and acknowledge thinking and feeling parts of the brain.


Bloom’s Levels: Understand

Webb’s DOK: 2
Engaging Experience 1

Title: We Feel Feelings in Our Body

Suggested Length of Time: 1 class period

Standards Addressed

Priority:
  ● SE1A Express 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 lessons 12 and 14). Students will practice calming down skills and acknowledge thinking and feeling parts of the brain.


Bloom’s Levels: Understand

Webb’s DOK: 2
Topic 3: Getting What We Want or Need

Engaging Experience 1
Title: Managing Strong Feelings
Suggested Length of Time: 1 class period

Standards Addressed

Priority:

- SE2A Identify and demonstrate the interpersonal skills needed to make and keep a friend.

Detailed Description/Instructions: School Counselor will show students Second Step picture cards and videos of kids who are struggling to manage uncomfortable feelings (reference Second Step lesson 15). Students will practice calming down skills and analyze the effect their communication style has on their ability to get what they want or need in social and academic scenarios.


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

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<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>Body Clues</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 11). Students will model how their face and body would look if they were experiencing a particular feeling and acknowledge thinking and feeling parts of the brain.</td>
<td>1 class period</td>
</tr>
<tr>
<td>Calming Down</td>
<td>We Feel Feelings in our Body</td>
<td>School Counselor will show students picture cards of different types of feelings by using the Second Step cards (reference Second Step lessons 12 and 14). Students will practice calming down skills and acknowledge thinking and feeling parts of the brain.</td>
<td>1 class period</td>
</tr>
<tr>
<td>Getting What We Want or Need</td>
<td>Managing Strong Feelings</td>
<td>School Counselor will show students Second Step picture cards and videos of kids who are struggling to manage uncomfortable feelings (reference Second Step lesson 15). Students will practice calming down skills and analyze the effect their communication style has on their ability to get what they want or need in social and academic scenarios.</td>
<td>1 class period</td>
</tr>
</tbody>
</table>
Unit 4: Problem Solving

Subject: School Counseling
Grade: Second
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 calm-down steps, examining social cues in a situation, and applying STEP.

Priority Standards for unit:
- SE2A Identify and demonstrate the interpersonal skills needed to make and keep a friend.
- SE2C Identify the steps of solving problems and conflicts with others.

<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
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<th>Webb's DOK</th>
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</thead>
<tbody>
<tr>
<td>The interpersonal skills needed to make and keep a friend.</td>
<td>Demonstrate</td>
<td>Apply</td>
<td>2</td>
</tr>
<tr>
<td>The interpersonal skills needed to make and keep a friend.</td>
<td>Identify</td>
<td>Remember</td>
<td>1</td>
</tr>
<tr>
<td>The steps of solving problems and conflicts with others</td>
<td>Identify</td>
<td>Remember</td>
<td>1</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 thinking about how others feel when having problems and examining social cues in a situation.
<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>
</tr>
<tr>
<td>Solution</td>
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<tr>
<td>Consequence</td>
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<td>Compromise</td>
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<td>Blame</td>
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<tr>
<td>Respectful</td>
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<td>Apologize</td>
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<tr>
<td>Compassionate</td>
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<tr>
<td>Fair</td>
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</tbody>
</table>
Engaging Experience 1
Title: Compromise
Suggested Length of Time: 2 class periods
Standards Addressed
Priority:
- SE2A Identify and demonstrate the interpersonal skills needed to make and keep a friend.
- SE2C Identify the steps of solving problems and conflicts with others.

Detailed Description/Instructions: One way to teach compromise is by using Second STEP Lessons 17 and 18.
Day one: Students watch four parts of a video and use the STEP process. Students will get through “S,” “T,” and “E” on the first day.
Day two: Review the video from the previous day and discuss the final step “P.” Students will think-turn-tell while brainstorming solutions and consequences.
Bloom’s Levels: Analyze
Webb’s DOK: 3
Engaging Experience 1
Title: Taking Responsibility
Suggested Length of Time: 1 class period
Standards Addressed

Priority:

- SE2A Identify and demonstrate the interpersonal skills needed to make and keep a friend.
- SE2C Identify the steps of solving problems and conflicts with others.

Detailed Description/Instructions: One way to teach problem solving is using the Second STEP Lesson 19: Taking Responsibility. Start with the Brain Builder - Dance Double. Tell the story from the lesson card and using the problem solving steps from the poster, point out each step and have students generate possible solutions.

Bloom’s Levels: Apply
Webb’s DOK: 3
Engaging Experience 1
Title: Responding to Playground Exclusion
Suggested Length of Time: 1 class period
Standards Addressed
Priority:
- SE2A Identify and demonstrate the interpersonal skills needed to make and keep a friend.
- SE2C Identify the steps of solving problems and conflicts with others.

Detailed Description/Instructions: One way to teach problem solving is using the Second STEP Lesson 20: Responding to Playground Exclusion. Begin with the choral clapping from the lesson card. Explain what it means to be left out. Share the story from the lesson card and ask students to identify the calm-down steps. In a table-share, have students walk through STEP and develop solutions. Have students choose the best solution and explain why this is the best solution.

Bloom’s Levels: Apply
Webb’s DOK: 3
<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
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<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 Lessons 17 and 18. Day one: Students watch four parts of a video and use the STEP process. Students will get through “S,” “T,” and “E” on the first day. Day two: Review the video from the previous day and discuss the final step “P.” Students will think-turn-tell while brainstorming solutions and consequences.</td>
<td>2 days</td>
</tr>
<tr>
<td>Problem Solving</td>
<td>Taking Responsibility</td>
<td>One way to teach problem solving is using the Second STEP Lesson 19: Taking Responsibility. Start with the Brain Builder - Dance Double. Tell the story from the lesson card and using the problem solving steps from the poster, point out each step and have students generate possible solutions.</td>
<td>1 day</td>
</tr>
<tr>
<td>Social Cues</td>
<td>Responding to Playground Exclusion</td>
<td>One way to teach problem solving is using the Second STEP Lesson 20: Responding to Playground Exclusion. Begin with the choral clapping from the lesson card. Explain what it means to be left out. Share the story from the lesson card and ask students to identify the calm-down steps. In a table-share, have students walk through STEP and develop solutions. Have students choose the best solution and explain why this is the best solution.</td>
<td>1 day</td>
</tr>
</tbody>
</table>
Unit 5: Safety/Drugs

Subject: School Counseling
Grade: Second 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:
- SE 3A Practice the steps of problem solving and decision making for personal safety.
- SE 3B Apply personal safety strategies as they relate to different situations.

<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>Practice</td>
<td>Apply</td>
<td>3</td>
</tr>
<tr>
<td>Personal safety strategies as they relate to different situations</td>
<td>Apply</td>
<td>Apply</td>
<td>4</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 class periods
Standards Addressed

Priority:
- SE 3A Practice the steps of problem solving and decision making for personal safety.
- SE 3B Apply personal safety strategies as they relate to different 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: Apply
Webb’s DOK: 3
Engaging Experience 1
Title: Recognizing Safe and Unsafe Substances and Prevention
Suggested Length of Time: 1 class period
Standards Addressed

Priority:
- SE 3B Apply personal safety strategies as they relate to different situations.

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

<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safety</td>
<td>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 lesson</td>
</tr>
</tbody>
</table>
# Unit 6: Careers

**Subject:** School Counseling  
**Grade:** Second  
**Name of Unit:** Career Paths  
**Length of Unit:** 1-2 class periods  
**Overview of Unit:** The students will review the 6 career paths and explore interesting and unusual career options.

## Priority Standards for unit:
- CD7A Identify new activities and interests to explore  
- CD7B Identify academic skills necessary for workers in the 6 career paths.  
- CD7C Explain the importance of jobs and workers in the community  
- CD8A Identify and compare roles and responsibilities of workers within the community.  
- CD8B Identify the skills needed by workers in the community  
- CD9A Identify personal, ethical, and work habit skills needed for workers in the community  
- CD9B Identify and apply the steps to obtain helper jobs within the classroom

<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>New activities and interests to explore</td>
<td>Identify</td>
<td>Understand</td>
<td>1</td>
</tr>
<tr>
<td>Academic skills necessary for workers in the 6 career paths</td>
<td>Identify</td>
<td>Understand</td>
<td>2</td>
</tr>
<tr>
<td>Importance of jobs and workers in the community</td>
<td>Explain</td>
<td>Understand</td>
<td>2</td>
</tr>
<tr>
<td>Roles and responsibilities of workers within the community</td>
<td>Compare</td>
<td>Analyze</td>
<td>2</td>
</tr>
<tr>
<td>Skills needed by workers in the community</td>
<td>Identify</td>
<td>Understand</td>
<td>2</td>
</tr>
<tr>
<td>Personal, ethical, and work habit skills needed for workers in the community</td>
<td>Identify</td>
<td>Understand</td>
<td>2</td>
</tr>
<tr>
<td>Steps to obtain helper jobs within the classroom</td>
<td>Apply</td>
<td>Apply</td>
<td>3</td>
</tr>
</tbody>
</table>
Steps to obtain helper jobs within the classroom

<table>
<thead>
<tr>
<th>Identify</th>
<th>Understand</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

**Essential Questions:**
1. What activities are you interested in and why?
2. How is all work important?
3. Why do different jobs in my community require different skills?

**Enduring Understanding/Big Ideas:**
1. Your interests guide you to enjoy certain activities and eventually certain careers.
2. All work is important because it provides services and resources required for fun, as well as basic needs.
3. The skills needed in each of the 6 career paths (helping, business, creative, fixing and building, nature, and health) are dependant on the career tasks. For example, a worker in the business path would need skills related to computer technology whereas a worker in the nature path would need physical capabilities not necessary in business.

**Unit Vocabulary:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<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 new activities and interests to explore
- CD7B Identify academic skills necessary for workers in the 6 career paths.
- CD7C Explain the importance of jobs and workers in the community
- CD8A Identify and compare roles and responsibilities of workers within the community.
- CD8B Identify the skills needed by workers in the community
- CD9A Identify personal, ethical, and work habit skills needed for workers in the community

Detailed Description/Instructions: School Counselor will then review the 6 career paths by using the career paths poster. After the School Counselor reviews the 6 career paths, students will watch a video, Curious Kids-Careers and explore interesting and unusual career options.

Bloom’s Levels: Remember

Webb’s DOK: 1
## 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>Introducing Career Paths</td>
<td>Introducing Career Paths</td>
<td>School Counselor will then review the 6 career paths by using the career paths poster. After the School Counselor reviews the 6 career paths, students will watch a video Curious Kids-Careers and explore interesting and unusual career options.</td>
<td>1-2 class periods</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.