



Park Hill School District

Building Successful Futures • Each Student • Every Day

Elementary Third 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:

Timeframe	Unit	Instructional Topics
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 Management Topic 2: Calming down Topic 3: Managing Feelings
4-5 class periods	Problem Solving	Topic 1: Problem Solving Topic 3: Peer Pressure
2-3 class periods	Safety/Drugs	Topic 1: Safety Topic 2: Substance Education
1-2 class periods	Careers	Topic 1: Career Paths
3-4 class periods	Child Protection	Topic 1: The Always Ask First Rule Topic 2: Safe and Unsafe Touches Topic 3: The Touching Rule

Curriculum Revision Tracking

Summer, 2020

Added Unit 7: Child Protection

Unit 1: Skills for Learning

Subject: School Counseling

Grade: Third

Name of Unit: Skills for Learning

Length of Unit: 2-3 class periods

Overview of Unit: Students will build foundational skills necessary for learning by demonstrating rules for listening, focusing attention, using self-talk, and being assertive.

Priority Standards for unit:

- AD4A Identify and practice study skills and test-taking strategies.
- AD4B Recognize and practice basic time-management and organizational skills for assignments and/or task completion.
- AD5A Revise and practice strategies to meet increased school activities.
- AD6A Identify education goal-setting and self-assessment skills.
- CD7C Recognize the contributions made by all workers to the school and community.
- SE1C Identify the personal characteristics needed to contribute to the classroom.
- SE1B Reflect on personal roles at home and at school and identify responsibilities.

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.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
study skills and test-taking strategies.	Identify	Remember	1
study skills and test-taking strategies.	Practice	Understand	2
basic time-management and organizational skills for assignments and/or task completion.	Recognize	Remember	1
basic time-management and organizational skills for assignments and/or task completion.	Practice	Understand	2
strategies to meet increased school activities.	Revise	Analyze	3
strategies to meet increased school	Practice	Understand	2

activities.			
education goal-setting and self-assessment skills	Identify	Remember	1
the contributions made by all workers to the school and community	Recognize	Remember	1
the personal characteristics needed to contribute to the classroom	Identify	Remember	1
on personal roles at home and at school	Reflect	Understand	2
Responsibilities	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 assertive communication skills and successful work habits at school?
4. What are the roles 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. Using an assertive posture and tone of voice and using respectful words. Self-talk helps you focus, stay on task, and handle distractions.
4. Understand the roles of workers in our school community.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Focus Attention Listening Skills Whole-Body Listening Respect Calm	Assertive Self-talk Passive Aggressive Firm

Topic 1: Introduction

Engaging Experience 1

Title: Introductory Lesson

Suggested Length of Time: 1 class period

Standards Addressed

Priority:

- AD5A Revise and practice strategies to meet increased school activities.
- CD7C Recognize the contributions made by all workers to the school and 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 Learners and Using Self-Talk

Suggested Length of Time: 1 class period

Standards Addressed

Priority:

- AD4A Identify and practice study skills and test-taking strategies.
- AD4B Recognize and practice basic time-management and organizational skills for assignments and/or task completion.
- AD5A Revise and practice strategies to meet increased school activities.
- AD6A Identify education goal-setting and self-assessment skills.

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: Using Second STEP lesson cards for Lesson 1 and Lesson 2, read the story from Lesson 1 and discuss what it means to be a respectful learner. Think-turn-tell and discuss how to show that you are listening. For a brain break, have students complete the Brain Builder on the Lesson 2 card. Then, share the story from the Lesson 2 story card. Discuss self-talk and how to use it.

Bloom's Levels: Understand

Webb's DOK: 2

Topic 3: Assertiveness

Engaging Experience 1

Title: Being Assertive

Suggested Length of Time: 1 class period

Standards Addressed

Priority:

- AD4A Identify and practice study skills and test-taking strategies.
- AD4B Recognize and practice basic time-management and organizational skills for assignments and/or task completion.
- AD5A Revise and practice strategies to meet increased school activities.
- AD6A Identify education goal-setting and self-assessment skills.
- SE1C Identify the personal characteristics needed to contribute to the classroom.

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: Begin the lesson with the Brain Builder - Doodle Dance.

Discuss how the students used self-talk to determine what to do for the different cards. Read the story card and begin a discussion over assertive, passive, and aggressive. Identify one wall for assertive, one wall for passive, and one wall for aggressive. Using the scenarios provided on the lesson card, say the statements in different ways (assertively, aggressively, passive) and have the students identify your tone by moving to the identified wall. Allow students to try saying things in the manners as well.

Bloom's Levels: Understand

Webb's DOK: 2

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Introduction	Introductory Lesson	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.	1 class period
Being Respectful/ Focus Attention and Listening	Being Respectful Learners and Using Self-Talk	Using Second STEP lesson cards for Lesson 1 and Lesson 2, read the story from Lesson 1 and discuss what it means to be a respectful learner. Think-turn-tell and discuss how to show that you are listening. For a brain break, have students complete the Brain Builder on the Lesson 2 card. Then, share the story from the Lesson 2 story card. Discuss self-talk and how to use it.	1 class period
Assertiveness	Being Assertive	Begin the lesson with the Brain Builder - Doodle Dance. Discuss how the students used self-talk to determine what to do for the different cards. Read the story card and begin a discussion over assertive, passive, and aggressive. Identify one wall for assertive, one wall for passive, and one wall for aggressive. Using the scenarios provided on the lesson card, say the statements in different ways (assertively, aggressively, passive) and have the students identify your tone by moving to the identified wall. Allow students to try saying things in the manners as well.	1 class period

Unit 2: Empathy

Subject: School Counseling

Grade: Third

Name of Unit: Empathy

Length of Unit: 2-3 class periods

Overview of Unit: The students will develop the ability to have empathy and show compassion for others by identifying and understanding their own and others' feelings, taking others' perspectives, showing compassion, and developing friendship skills to get along better with others.

Priority Standards for unit:

- SE2A Identify the interpersonal skills necessary to build quality relationships.
- SE2B Recognize and respect the differences between personal culture and other cultures.
- SE3C Identify coping skills for managing life changes or events.

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.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
the interpersonal skills necessary to build quality relationships.	Identify	Remember	1
the differences between personal culture and other cultures.	Recognize	Remember	1
the differences between personal culture and other cultures.	Respect	Apply	4
coping skills for managing life changes or events.	Identify	Remember	1

Essential Questions:

1. How do I identify and understand how others feel?
2. How can I show empathy for those that feel differently from myself?

Enduring Understanding/Big Ideas:

1. I can focus my attention on physical, verbal, and situational clues to know how others are feeling.
2. I can recognize and respect that different people may have similar or different feelings in a variety of situations and show empathy and compassion.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Same Different Say stop Walk away Report to an adult Accept Appreciate	Empathy Compassion Jump to Conclusions Conflicting

Topic 1: Bullying

Engaging Experience 1

Title: What is Bullying?

Suggested Length of Time: 1 class period

Standards Addressed

Priority:

- SE3A Apply effective problem-solving, decision-making, and refusal skills to make safe and healthy life choices at school.
- SE2B Recognize and respect the differences between personal culture and other cultures

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 bullying (teaching students the 3 characteristics of bullying: Repeated, Intent to Harm, Imbalance of Power. The counselor may use example of the bullying rules adopted by the school as well as expected behaviors for addressing the issue of bullying. This can be done in a class meeting format with discussions being led by the counselor with student input. The students will role play how to assertively stop and report suspected bullying. Students will also be taught the difference between conflict and bullying and how to know the difference.

Bloom's Levels: Understand, Apply and Analyze

Webb's DOK: 1, 2, 3

Topic 2: Respecting Differences

Engaging Experience 1

Title: Identifying and Understanding

Suggested Length of Time: 1 class period

Standards Addressed

Priority:

- SE2C Apply the steps of solving problems and conflicts with others.
- SE1A Identify positive characteristics and areas for personal growth.
- SE2A Identify the interpersonal skills necessary to build quality relationships.

Supporting:

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

Detailed Description/Instructions: School counselor may use Lessons 5 and 6 of the Second Step Curriculum, "Identifying Others' Feelings" and "Understanding Perspectives" Activities in this lesson include viewing the first part of a video showing an incident at lunch. Students are asked to see the incident from varying viewpoints and identify how each student is feeling with a Think Turn and Tell format.

Lesson 6 continues the story with a video that picks up with the same students from the incident at lunch. Students will "whisper" predictions and what will happen next with each student. Students will end the lesson with an "empathy song" from the curriculum.

Bloom's Levels: Understand, Apply and Analyze

Webb's DOK: 1, 2, 3

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Bullying	What is Bullying?	School counselor may introduce the concept of bullying (teaching students the 3 characteristics of bullying: Repeated, Intent to Harm, Imbalance of Power. The counselor may use example of the bullying rules adopted by the school as well as expected behaviors for addressing the issue of bullying. This can be done in a class meeting format with discussions being led by the counselor with student input. The students will role play how to assertively stop and report suspected bullying. Students will also be taught the difference between conflict and bullying and how to know the difference.	1 class period
Respecting Differences	Identifying and Understanding	School counselor may use Lessons 5 and 6 of the Second Step Curriculum, “Identifying Others’ Feelings” and “Understanding Perspectives” Activities in this lesson include viewing the first part of a video showing an incident at lunch. Students are asked to see the incident from varying viewpoints and identify how each student is feeling with a Think Turn and Tell format. Lesson 6 continues the story with a video that picks up with the same students from the incident at lunch. Students will “whisper” predictions and what will happen next with each student. Students will end the lesson with an “empathy song” from the curriculum.	1 class period

Unit 3: Emotion Management

Subject: School Counseling

Grade: Third

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 Identify positive characteristics and areas for personal growth.
- SE2C Apply the steps of solving problems and conflicts with others.
- SE3C Identify coping skills for managing life changes or events.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
positive characteristics and areas for personal growth	Identify	Remember	1
the steps of solving problems and conflicts with others.	Apply	Apply	4
coping skills for managing life changes or events.	Identify	Remember	1

Essential Questions:

1. How can I recognize how strong feelings affect my brain and body?
2. How can I calm down when I am having a strong feeling?
3. How can I manage my strong feelings?

Enduring Understanding/Big Ideas:

1. I can focus on my body for clues on how I'm feeling (tight fists, heart pumping, red face, increased breathing etc.) when I have a strong feeling.
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 use assertive communication to avoid escalating conflict.
4. I can think of other explanations and get more information to avoid jumping to conclusions.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Stop Calm Down Angry Sad Worried Scared	Body Cues/Sensations Belly Breath Self-Talk Manage Handle

Topic 1: Body Management

Engaging Experience 1

Title: Introducing Body Management

Suggested Length of Time: 1 class period

Standards Addressed

Priority:

- SE3C Identify coping skills for managing life changes or events.

Detailed Description/Instructions: School Counselor will show students picture card Lesson 11 to introduce emotion management. After discussion of the story, the lesson card gives a visual of how the brain reacts to strong emotion using a fist. Students will model how the upstairs brain and downstairs brain works and what happens when someone “flips your lid”.

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

Bloom’s Levels: Understand

Webb’s DOK: 2

Topic 2: Calming Down

Engaging Experience 1

Title: Calming Down

Suggested Length of Time: 2 class periods

Standards Addressed

Priority:

- SE2 C Apply the steps of solving problems and conflicts with others.

Detailed Description/Instructions: School Counselor will show students picture cards of managing different types of feelings by using the Second Step cards (reference Second Step lessons 12 - 14). Students will practice calming down skills and acknowledge thinking and feeling parts of the brain. They will share their own examples of ways to calm down and then manage feelings with Think/Turn/ and Tell exercises using a variety of scenarios listed on the lesson card.

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

Bloom's Levels: Apply

Webb's DOK: 4

Topic 3: Managing Feelings

Engaging Experience 1

Title: Managing Strong Feelings

Suggested Length of Time: 2 class periods

Standards Addressed

Priority:

- SE1A Identify positive characteristics and areas for personal growth.

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 lessons 15-16). 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.

Optional resources: www.mindyeti.com

Bloom's Levels: Identify

Webb's DOK: 1

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Body Management	Introducing Emotion Management	<p>School Counselor will show students picture card Lesson 11 to introduce emotion management.</p> <p>After discussion of the story, the lesson card gives a visual of how the brain reacts to strong emotion using a fist. Students will model how the upstairs brain and downstairs brain works and what happens when someone “flips your lid”.</p> <p>Optional resources: https://www.mindyeti.com/</p>	1 class period
Calming Down	Calming Down	<p>School Counselor will show students picture cards of managing different types of feelings by using the Second Step cards (reference Second Step lessons 12 - 14). Students will practice calming down skills and acknowledge thinking and feeling parts of the brain. They will share their own examples of ways to calm down and then manage feelings with Think/Turn/ and Tell exercises using a variety of scenarios listed on the lesson card.</p> <p>Optional resources: https://www.mindyeti.com/</p>	2 class periods
Managing Feelings	Managing Strong Feelings	<p>School Counselor will show students Second Step picture cards and videos of kids who are struggling to manage uncomfortable feelings (reference Second Step lessons 15-16). 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. Optional resources:</p> <p>www.mindyeti.com</p>	2 class periods

Unit 4: Problem Solving

Subject: School Counseling

Grade: Third

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 the interpersonal skills necessary to build quality relationships.
- SE2C Apply the steps of solving problems and conflicts with others

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
the interpersonal skills necessary to build quality relationships.	Identify	Remember	1
the steps of solving problems and conflicts with others	Apply	Apply	4

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 applying the problem-solving steps to different situations the develop with peers.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Problem-solving Solution Consequence peer	STEP Peer pressure Excluded Blaming

Topic 1: Problem Solving

Engaging Experience 1

Title: Introduction to Problem-Solving

Suggested Length of Time: 2 class periods

Standards Addressed

Priority:

- SE2A Identify the interpersonal skills necessary to build quality relationships.
- SE2C Apply the steps of solving problems and conflicts with others

Detailed Description/Instructions: Begin by using Second STEP Lessons 17 and 18.

Day one: Students watch three parts of a video and use the STEP process. 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 parts 1-3 of the video from the previous day and discuss the steps “T”, “E” and “P.” Students will think-turn-tell while brainstorming solutions and consequences. End with the problem-solving song and have students stand up when they hear the letters S,T,E or P.

Bloom’s Levels: Apply

Webb’s DOK: 3

Engaging Experience 2

Title: Problem Solving with Peers

Suggested Length of Time: 2 class periods

Standards Addressed

Priority:

- SE2A Identify the interpersonal skills necessary to build quality relationships.
- SE2C Apply the steps of solving problems and conflicts with others

Detailed Description/Instructions: Using the Second STEP Lessons 19-20 (solving classroom and peer-exclusion problems. Start with the Brain Builder - Paper Sweep and follow up with discussion on how it felt to be left out. Tell the stories from the lesson cards 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

Topic 3: Peer Pressure

Engaging Experience 1

Title: Dealing with Negative Peer Pressure

Suggested Length of Time: 1 class period

Standards Addressed

Priority:

- SE2A Identify the interpersonal skills necessary to build quality relationships.
- SE2C Apply the steps of solving problems and conflicts with others.

Detailed Description/Instructions: Begin the lesson with the Brain Builder (Peer Pulse) using the Second STEP Lesson 20: Dealing with Negative Peer Pressure. Explain the importance of peers and continue with reading the story from the lesson card. The lesson card asks that students walk through the problem-solving steps. Continue with giving the students different scenarios that are listed on the card and have them apply the problem-solving steps to each of those and explain why this is the best solution.

Bloom's Levels: Apply

Webb's DOK: 3

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Problem Solving	Introduction to Problem Solving	<p>Begin by using Second STEP Lessons 17 and 18.</p> <p>Day one: Students watch three parts of a video and use the STEP process. Students will get through “S”- say the problem on the first day. It will also introduce “blaming” and how it 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.</p> <p>Day two: Review parts 1-3 of the video from the previous day and discuss the steps “T”, “E” and “P.” Students will think-turn-tell while brainstorming solutions and consequences. End with the problem-solving song and have students stand up when they hear the letters S,T,E or P.</p>	2 days
Problem Solving	Problem Solving With Peers	<p>Using the Second STEP Lessons 19-20 (solving classroom and peer-exclusion problems. Start with the Brain Builder - Paper Sweep and follow up with discussion on how it felt to be left out. Tell the stories from the lesson cards and using the problem-solving steps from the poster, point out each step and have students generate possible solutions.</p>	2 days
Peer Pressure	Dealing with Negative Peer Pressure	<p>Begin the lesson with the Brain Builder (Peer Pulse) using the Second STEP Lesson 20: Dealing with Negative Peer Pressure. Explain the importance of peers and continue with reading the story from the lesson card. The lesson card asks that students walk through the problem-solving steps. Continue with giving the students different scenarios that are listed on the card and</p>	1 day

		have them apply the problem-solving steps to each of those and explain why this is the best solution.	
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Unit 5: Safety/Drugs

Subject: School Counseling

Grade: Third

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 life choices at school.
- SE3B Identify issues that impact personal safety.
- SE3C Identify coping skills for managing life changes or events.

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 at school.	Apply	Apply	4
Issues that impact personal safety.	Identify	Understand	1
Coping skills for managing life changes or events.	Identify	Understand	1

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:

Academic Cross-Curricular Words	Content/Domain Specific
<p>Safety Stranger Trusted Adult Identify Substance Danger Safe Unsafe Effect</p>	<p>Safe Side Adult Safe Side Circle Don't Know Kinda Know Medicine Tobacco Alcohol Drug</p>

Topic 1: Safety

Engaging Experience 1

Title: The Safe Side

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 life choices at school.
- SE3B Identify issues that impact personal safety.

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: 4

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:

- SE3B Identify issues that impact personal safety.
- SE3C Identify coping skills for managing life changes or events.

Detailed Description/Instructions: The school counselor will identify safe/unsafe substances by sorting real-life objects. Provide students with the definition of drug, and share 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 substances ALWAYS ask a safe adult before putting anything in their mouth or touching any substance. Share that medications should only from safe adults.

One way to do this is to share a Prezi or PowerPoint that provides visuals that focus on each essential question.

Bloom's Levels: Remember & Understand

Webb's DOK: 1

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Safety	The Safe Side	School Counselor will show The Safe Side-Stranger Safety video to students and facilitate discussion. Resource: The Safe Side-Stranger Safety video and handouts.	1-2 class periods
Substance Education	Recognizing Safe and Unsafe Substances and Prevention	The school counselor will identify safe/unsafe substances by sorting real-life objects. Provide students with the definition of drug, and share 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 substances ALWAYS ask a safe adult before putting anything in their mouth or touching any substance. Share that medications should only from safe adults.	1 class period

Unit 6: Careers

Subject: School Counseling

Grade: Third

Name of Unit: Careers

Length of Unit: 1-2 class periods

Overview of Unit: In this unit, 3rd graders will recognize the way their classroom efforts relate to future career goals. They will compare and contrast the knowledge and skills workers need to have and how their roles contribute to the community. They will be able to identify which kinds of jobs fall into each of the six career paths.

Priority Standards for unit:

- CD7A Identify and apply the steps to setting short-term and long-term, personal, and educational goals.
- CD7B Compare and contrast the academic skills required of workers in the six (6) career paths.
- CD7C Recognize the contributions made by all workers to the school and community.
- CD8A Explain what workers do and need to know in various careers.
- CD8B Gather information regarding training and education for a variety of careers.
- CD9A Compare personal, ethical, and work habit skills needed for school success with those of workers in the community.
- CD9B Identify and apply the steps to obtain helper jobs within the school.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
the steps to setting short-term and long-term, personal, and educational goals.	Identify	Understand	1
the steps to setting short-term and long-term, personal, and educational goals.	Apply	Apply	3
the academic skills required of workers in the six (6) career paths.	Compare and contrast	Apply	3
the contributions made by all workers to the school and community.	Recognize	Understand	2
what workers do and need to know in various careers.	Explain	Understand	2
information regarding training and education for a variety of careers.	Gather	Understand	2
personal, ethical, and work habit skills needed	Compare	Apply	3

for school success with those of workers in the community.			
the steps to obtain helper jobs within the school.	Identify	Understand	1
the steps to obtain helper jobs within the school.	Apply	Apply	3

Essential Questions:

1. What skills and knowledge do workers need to be successful?
2. How do workers contribute to the community?
3. Which professions belong in each of the six career paths?

Enduring Understanding/Big Ideas:

1. Academic and soft skills learned in school connect directly to future careers.
2. Workers contribute to the community in a myriad of ways.
3. Each profession can fit into one of the six career paths: helping, health, nature, business, science and technology and creative.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Job Work Career	Helping path Business path Creative path Fixing and building path Nature path Health path

Topic 1: Career Paths

Engaging Experience 1

Title: Career Sort

Suggested Length of Time: 1 class period

Standards Addressed

Priority:

- CD7B Compare and contrast the academic skills required of workers in the six career paths.

Detailed Description/Instructions: After reviewing the six career paths with students, they will analyze pictures and descriptions of various jobs and categorize them into one of the six career paths. They will paste each job into a graphic organizer showing the six career paths.

Bloom's Levels: Identify, Apply

Webb's DOK: 3

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Career Paths	Career Sort	After reviewing the six career paths with students, they will analyze pictures and descriptions of various jobs and categorize them into one of the six career paths. They will paste each job into a graphic organizer showing the six career paths.	1 class period

Unit 7: Child Protection

Subject: School Counseling

Grade: Second

Name of Unit: Child Protection

Length of Unit: 3-4 class periods

Overview of Unit: Students will develop the ability to recognize, report, and refuse unsafe touches and situations.

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.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
Steps of problem solving and decision making for personal safety	Practice	Apply	3
Personal safety strategies as they relate to different situations	Apply	Apply	4

Essential Questions:

1. What does safe mean?
2. What does unsafe mean?
3. What is a safe touch? Unsafe touch? Unwanted touch?
4. How can you refuse unsafe touches?
5. How can you refuse unwanted touches?
6. Who are adults you can go to when you feel unsafe?
7. What is a private body part?
8. What are the three Ways to Stay Safe?
9. What are Never-Never Rules?
10. What is the Always Ask First Rule?
11. What is the Touching Rule?
12. How can you report when someone breaks the Touching Rule?
13. What is the Never Keep Secrets Rule?

Enduring Understanding/Big Ideas:

1. Identify and follow rules:
 - a. Never-Never Rules: Common safety rules for guns, fire, riding on wheels, water,

- dogs, sharp tools, traffic, and vehicles.
- b. Always Ask First Rule: Always ask a parent or the person in charge first.
- c. Touching Rule: A person should never touch your private body parts except to keep you healthy.
- d. Never Keep Secrets Rule: Never keep secrets about touching.
- 2. Identify safe, unsafe, and unwanted touches.
- 3. Recognize safe and unsafe situations
- 4. Respond to unsafe situation by using the Ways to Stay Safe
 - a. Recognize: Is it safe? What's the rule?
 - b. Report: Use assertiveness skills to tell an adult.
 - c. Refuse: Use assertiveness skills to say words that mean no.
- 5. Identify adults to ask first or report to.
- 6. Identify private body parts.
- 7. Demonstrate and apply assertiveness skills in response to situations that break the Never-Never Rules, Always Ask First Rule, Touching Rule, and Never Keep Secrets Rule.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Safety Safe Unsafe Rules Dangerous Recognize Recognizing Refuse Report Adult Trusted	Safe Touches Unsafe touches Unwanted touches Private body parts Healthy Fault

Topic 1: Always Ask First Rule

Engaging Experience 1

Title: The Always Ask First Rule

Suggested Length of Time: 1 class period

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: Begin by introducing the “Three Ways to Stay Safe” song. Refer to the Never-Never Rules poster. Students stand up when they hear one way to be safe. Next, counselor will introduce the “What If” safety game (page 29). Use the last what-if scenario to introduce the Always Ask First Rule using the poster for reference. Walk through story and facilitate discussion (page 30). Have students practice the Always Ask First Rule. Explain and model the following steps first: read scenario, ask, what’s the rule, determine who can the student ask first, practice and reinforce assertiveness. Wrap-up by reviewing the Always Ask First Rule, identifying situations you may need to utilize this rule, and naming people students could ask (page 31).

Resource: Second Steps, Lesson 2: Always Ask First Rule

Bloom’s Levels: Apply

Webb’s DOK: 3 & 4

Topic 2: Safe and Unsafe Touches

Engaging Experience 1

Title: Safe and Unsafe Touches

Suggested Length of Time: 1 class period

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: Begin by telling students we are going to talk about different kinds of touches. Review pictures and have students differentiate between which touch looks safe, and which looks unsafe (page 37). Students think about how they can be assertive to stop unsafe touches. Walk through story and facilitate discussion about unwanted touches, using the Ways to Stay Safe poster for reference (page 38). Have students practice refusing unwanted touches. Explain and model the following steps first: read scenario, differentiate between unsafe and unwanted touch, practice refusing the touch with assertiveness, and reinforce assertiveness to the students. Wrap-up by reviewing safe, unsafe, and unwanted touches, highlighting how to refuse unwanted touches with assertiveness (page 39).

Resource: Second Steps, Lesson 3: Safe and Unsafe Touches

Bloom's Levels: Apply

Webb's DOK: 3 & 4

Topic 3: The Touching Rule

Engaging Experience 1

Title: The Touching Rule

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: Begin by reviewing safe, unsafe, and unwanted touches. Communicate to students that today they will learn an important rule about touching private body parts. Use Photo A to aid in discussing private body parts and the Touching Rule. Give students time to think of examples of who might need to touch your private body parts (page 45). Walk through the story and facilitate discussion about the Touching Rule, using the Ways to Stay Safe Poster for reference (page 45-46). Students will practice reporting that someone has broken the Touching Rule. Explain and model the following steps first: read scenario, call on students to practice reporting, respond to student report, and review the Touching Rule together (page 47). Introduce the Never Keep Secrets Rule and facilitate discussion regarding how this rule relates to safe, unsafe, and unwanted touches (page 53). Wrap-up by reviewing the Touching Rule, Never Keep Secrets Rule, Ways to Stay Safe, how to refuse a touch, and reporting. Finish with the Three Ways to Stay Safe song (page 54-55).

Resource: Second Steps, Lesson 4: The Touching Rule & Second Steps, Lesson 5: Practicing Staying Safe

Suggestion: If counselor wants to discuss practicing ways to stay safe more in depth, Lesson 5 (pg. 53) will allow more content and discussion to provide students a deeper understanding.

Bloom's Levels: Apply

Webb's DOK: 3 & 4

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
The Always Ask First Rule	The Always Ask First Rule	Begin by introducing the “Three Ways to Stay Safe” song. Refer to the Never-Never Rules poster. Students stand up when they hear one way to be safe. Next, counselor will introduce the “What If” safety game. Use the last what-if scenario to introduce the Always Ask First Rule using the poster for reference. Walk through story and facilitate discussion. Have students practice the Always Ask First Rule. Explain and model the following steps first: read scenario, ask, what’s the rule, determine who can the student ask first, practice and reinforce assertiveness. Wrap-up by reviewing the Always Ask First Rule, identifying situations you may need to utilize this rule, and naming people students could ask.	1 class period
Safe and Unsafe Touches	Safe and Unsafe Touches	Begin by telling students we are going to talk about different kinds of touches Review pictures and have students differentiate between which touch looks safe, and which looks unsafe. Students think about how they can be assertive to stop unsafe touches. Walk through story and facilitate discussion about unwanted touches, using the Ways to Stay Safe poster for reference. Have students practice refusing unwanted touches. Explain and model the following steps first: read scenario, differentiate between unsafe and unwanted touch, practice refusing the touch with assertiveness, and reinforce assertiveness to the students. Wrap-up by reviewing safe, unsafe, and unwanted touches, highlighting how to refuse unwanted touches with assertiveness.	1 class period

The Touching Rule	The Touching Rule	<p>Begin by reviewing safe, unsafe, and unwanted touches. Communicate to students that today they will learn an important rule about touching private body parts. Use Photo A to aid in discussing private body parts and the Touching Rule. Give students time to think of examples of who might need to touch your private body parts. Walk through the story and facilitate discussion about the Touching Rule, using the Ways to Stay Safe Poster for reference. Students will practice reporting that someone has broken the Touching Rule. Explain and model the following steps first: read scenario, call on students to practice reporting, respond to student report, and review the Touching Rule together. Introduce the Never Keep Secrets Rule and facilitate discussion regarding how this rule relates to safe, unsafe, and unwanted touches. Wrap-up by reviewing the Touching Rule, Never Keep Secrets Rule, Ways to Stay Safe, how to refuse a touch, and reporting. Finish with the Three Ways to Stay Safe song.</p>	1-2 class periods
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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.