



# Park Hill School District

Building Successful Futures • Each Student • Every Day

## Elementary Fifth 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
3-4 class periods	Empathy and Skills for Learning	Topic 1: Empathy and Respect/Listening with Attention Topic 2: Being Assertive Topic 3: Taking Others' Perspectives
3-5 class periods	Emotion Management	Topic 1: Emotion Management
4-5 class periods	Problem Solving	Topic 1: Problem Solving Topic 2: Gossip Topic 3: Peer Pressure
2-3 class periods	Safety/Drugs	Topic 1: Safety Topic 2: Substance Education
3 class periods	Careers	Topic 1: Career Paths and Exploration Topic 2: Interest Inventory Topic 3: Reality Check
3-4 class periods	Child Protection	Topic 1: Always Ask First Topic 2: Unsafe and Unwanted Touches Topic 3: The Private Body Parts Rule

# Curriculum Revision Tracking

**Summer, 2020**

Added Unit 7: Child Protection

## Unit 1: Empathy and Skills for Learning

**Subject:** School Counseling

**Grade:** Fifth

**Name of Unit:** Empathy and Skills for Learning

**Length of Unit:** 3-4 class periods

**Overview of Unit:** Students will develop the ability to have empathy for others and express compassion and build skills for succeeding in school.

### **Priority Standards for unit:**

- SE1C Demonstrate personal characteristics of a contributing member of the school community.
- SE2A Exhibit mutual respect and compromise in relationships
- SE2B Demonstrate respect for individuals within diverse groups.
- AD4A Demonstrate study skills and test-taking strategies to enhance academic achievement
- CD9A Apply personal, ethical, and work habit skills needed for success in any school or work environment.

### **Supporting Standards for unit:**

- SE1B Develop strategies to balance family, school and community roles.
- AD4B Demonstrate ability to complete assignments and/or tasks accurately within a specified time frame.
- AD5A Develop an understanding of educational tasks and skills necessary to make a smooth transition to the middle school structure.
- 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.

<b>Unwrapped Concepts (Students need to know)</b>	<b>Unwrapped Skills (Students need to be able to do)</b>	<b>Bloom's Taxonomy Levels</b>	<b>Webb's DOK</b>
personal characteristics of a contributing member of the school community.	Demonstrate	Apply	3
mutual respect and compromise in relationships	Exhibit	Apply	3
respect for individuals within diverse groups.	Demonstrate	Apply	3
study skills and test-taking strategies to enhance academic achievement	Demonstrate	Apply	3
personal, ethical, and work habit skills needed for success in any school or work environment.	Apply	Apply	3

**Essential Questions:**

1. What characteristics are important to contributing to the school community?
2. How can I be assertive when I need or want something to change?
3. Why is it important to understand others' perspectives?

**Enduring Understanding/Big Ideas:**

1. Empathy & Respect, Listening with attention, Assertiveness
2. Face the person you're talking to, Keep your head up and shoulders back, Use a calm, firm voice, Use respectful words
3. Being able to recognize someone else's perspective helps you get along with others.

**Unit Vocabulary:**

<b>Academic Cross-Curricular Words</b>	<b>Content/Domain Specific</b>
Respect Empathy Listening with Attention Perspective	Assertive

## Topic 1: Empathy and Respect/Listening with Attention

### **Engaging Experience 1**

**Title:** Introductory Lesson to Empathy, Respect, and Listening with Attention

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

#### **Standards Addressed**

##### *Priority:*

- SE1C Demonstrate personal characteristics of a contributing member of the school community.
- SE2B Demonstrate respect for individuals within diverse groups.
- AD4A Demonstrate study skills and test-taking strategies to enhance academic achievement
- CD9A Apply personal, ethical, and work habit skills needed for success in any school or work environment.

##### *Supporting:*

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

**Detailed Description/Instructions:** The counselor will introduce the unit and play The Second Step video. The Empathy poster from the unit will be used to help the meaning of empathy. Students will define respect by giving examples of respectful behavior. Students will do a Think/Turn/Tell to talk about, "What if the way someone else wants to be treated is different from the way you want to be treated? and "How can you still act respectfully towards that individual?". Watch the music video "Walk Walk Walk" and have students move their feet every time they hear the words "walk, walk, walk".

Counselor will introduce the first skill for learning, Listening with attention. The students will play a listening game (provided in Second Step curriculum) and watch a video about a student who is not listening very carefully. These students will discuss the video and can complete the handout provided in the Second Step curriculum

**Bloom's Levels:** Understand

**Webb's DOK:** 1

## Topic 2: Being Assertive

### **Engaging Experience 1**

**Title:** Being Assertive

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

#### **Standards Addressed**

##### *Priority:*

- SE1C Demonstrate personal characteristics of a contributing member of the school community.
- SE2A Exhibit mutual respect and compromise in 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:** Using Second STEP Lesson 3: Being Assertive, the students will participate in a sculptor/clay activity to shape a partner into an aggressive, passive and assertive posture. The students will watch a video about a student who is trying to figure out the best way to get what she wants. The students will Think-turn-tell to discuss what kind of words and posture the student should use. Students can complete the skill practice handout and role play being assertive to close the lesson.

**Bloom's Levels:** Apply

**Webb's DOK:** 3

## Topic 3: Taking Others' Perspectives

### **Engaging Experience 1**

**Title:** Taking Others' Perspectives

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

#### **Standards Addressed**

##### *Priority:*

- SE1C Demonstrate personal characteristics of a contributing member of the school community.
- SE2A Exhibit mutual respect and compromise in relationships
- SE2B Demonstrate respect for individuals within diverse groups.

##### *Supporting:*

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

**Detailed Description/Instructions:** Using Second Step lesson 5, the students will draw an object from where they are sitting. The counselor will facilitate a group discussion on why the drawings of the same object look different. The students will watch a video that shows two characters' different perspectives on the same situation. The students will Think-Turn-Tell to discuss how each character's feelings might change had they known the other's perspective and how they might act differently. The students will read/role play a scenario and complete a writing activity to examine different perspectives about the same situation.

**Bloom's Levels:** Demonstrate

**Webb's DOK:** 2

## Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Empathy and Respect/ Listening with Attention	Introduction Lesson to Empathy, Respect, and Listening with Attention	<p>The counselor will introduce the unit and play The Second Step video. The Empathy poster from the unit will be used to help the meaning of empathy. Students will define respect by giving examples of respectful behavior. Students will do a Think/Turn/Tell to talk about, “What if the way someone else wants to be treated is different from the way you want to be treated? and “How can you still act respectfully towards that individual?”. Watch the music video “Walk Walk Walk” and have students move their feet every time they hear the words “walk, walk, walk”.</p> <p>Counselor will introduce the first skill for learning, Listening with attention. The students will play a listening game (provided in Second Step curriculum) and watch a video about a student who is not listening very carefully. These students will discuss the video and can complete the handout provided in the Second Step curriculum.</p>	1 class period
Being Assertive	Being Assertive	Using Second STEP Lesson 3: Being Assertive, the students will participate in a sculptor/clay activity to shape a partner into an aggressive, passive and assertive posture. The students will watch a video about a student who is trying to figure out the best way to get what she wants. The students will Think-turn-tell to discuss what kind of words and posture the student should use. Students can complete the skill practice handout and role play being assertive to close the lesson.	1 class period



Taking Others' Perspectives	Taking Others' Perspectives	Using Second Step lesson 5, the students will draw an object from where they are sitting. The counselor will facilitate a group discussion on why the drawings of the same object look different. The students will watch a video that shows two characters' different perspectives on the same situation. The students will Think-Turn-Tell to discuss how each character's feelings might change had they known the other's perspective and how they might act differently. The students will read/role play a scenario and complete a writing activity to examine different perspectives about the same situation.	1 class period
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## Unit 2: Emotion Management

**Subject:** School Counseling

**Grade:** 5

**Name of Unit:** Emotion Management

**Length of Unit:** 3-5 class periods

**Overview of Unit:** Students will develop the ability to identify the physiological aspects of strong emotions. They will evaluate which coping strategies work best to help them manage strong emotions. Students will implement those strategies in order to resolve conflicts and cope with life events.

**Priority Standards for unit:**

- SE1A Demonstrate the personal characteristics to maintain a positive self-concept.
- SE2C Review and implement strategies to resolve problems and conflicts successfully.
- SE3C Evaluate various coping skills for managing life changes or events.

<b>Unwrapped Concepts (Students need to know)</b>	<b>Unwrapped Skills (Students need to be able to do)</b>	<b>Bloom's Taxonomy Levels</b>	<b>Webb's DOK</b>
The personal characteristics to maintain a positive self-concept	Demonstrate	apply	2
Strategies to resolve problems and conflicts successfully	Review	remember	4
Strategies to resolve problems and conflicts successfully	Implement	apply	4
Various coping skills for managing life changes or events	Evaluate	evaluate	4

**Essential Questions:**

1. What can I do to maintain a positive self-concept?
2. How can I use strategies to help me resolve problems and conflicts successfully?
3. Which coping skills are most effective for me to use when I am facing challenging situations?

**Enduring Understanding/Big Ideas:**

1. I can focus on my body for clues on how I'm feeling (heart pumping, increased breathing, tense muscles, churning stomach, negative self-talk etc.) when I have a strong feeling.
2. I can describe how parts of my brain (my amygdala and prefrontal cortex) respond when I am experiencing strong emotions.

3. I can use the “Ways to Calm Down” (stop, name your feeling, calm down) to manage strong feelings in a variety of situations.

**Unit Vocabulary:**

<b>Academic Cross-Curricular Words</b>	<b>Content/Domain Specific</b>
Calm Down Frustration Anxiety Put-downs Revenge Assumptions	Body Cues/Sensations Belly Breath Self-Talk Amygdala Prefrontal Cortex

## Topic 1: Emotion Management

### **Engaging Experience 1**

**Title:** Introduction to Emotion Management

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

#### **Standards Addressed**

*Priority:*

- SE1A Demonstrate the personal characteristics to maintain a positive self-concept.
- SE2C Review and implement strategies to resolve problems and conflicts successfully.
- SE3C Evaluate various coping skills for managing life changes or events.

**Detailed Description/Instructions:** Using lesson 9 and 10 of the Second Step Curriculum, introduce parts of the brain. Explain that the amygdala does not think. It only reacts when a strong feeling takes hold. In order to calm yourself down and resolve a problem, students need to activate the thinking part of the brain, the prefrontal cortex. Review the steps of the calm down process; stop, name your feeling and calm down. Watch the video from lesson 9 and help students how each girl in the video stopped herself and named her feeling. Then, watch the video from lesson 10 and have students recognize how the girls used calm down strategies like breathing, counting and using positive self-talk to gain control of their emotions. Discuss the assumptions the girls made when they were upset and how they were able to better understand the situation and solve the problem after using the calm down steps.

**Bloom's Levels:** Apply, remember and evaluate

**Webb's DOK:** 2, 4

## Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Emotion Management	Introduction to Emotion Management	Using lesson 9 and 10 of the Second Step Curriculum, introduce parts of the brain. Explain that the amygdala does not think. It only reacts when a strong feeling takes hold. In order to calm yourself down and resolve a problem, students need to activate the thinking part of the brain, the prefrontal cortex. Review the steps of the calm down process; stop, name your feeling and calm down. Watch the video from lesson 9 and help students how each girl in the video stopped herself and named her feeling. Then, watch the video from lesson 10 and have students recognize how the girls used calm down strategies like breathing, counting and using positive self-talk to gain control of their emotions. Discuss the assumptions the girls made when they were upset and how they were able to better understand the situation and solve the problem after using the calm down steps.	1 class period

## Unit 3: Problem Solving

**Subject:** School Counseling

**Grade:** Fifth

**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 on their own using the STEP method. Students will also be able to use the problem-solving steps to solve typical 5th grade problems.

**Priority Standards for unit:**

- SE2A Exhibit mutual respect and compromise in relationships.
- SE2C Review and implement strategies to resolve problems and conflicts successfully.

<b>Unwrapped Concepts (Students need to know)</b>	<b>Unwrapped Skills (Students need to be able to do)</b>	<b>Bloom's Taxonomy Levels</b>	<b>Webb's DOK</b>
Mutual respect and compromise in relationships	Exhibit	Apply	2
The strategies to resolve problems and conflicts successfully.	Review	Remember	1
The strategies to resolve problems and conflicts successfully.	Implement	Apply	2

**Essential Questions:**

1. How can I calm down before solving problems?
2. When should I use the problem-solving steps to help me solve a problem?

**Enduring Understanding/Big Ideas:**

1. I can use the calm-down steps learned in the emotion-management unit before trying to solve problems.
2. I can use the STEP process to solve conflicts on the playground, seek help with homework, and with peer pressure.

**Unit Vocabulary:**

<b>Academic Cross-Curricular Words</b>	<b>Content/Domain Specific</b>
Problem-solving Conflict Solution	Calm- Down steps STEP Peer pressure Gossip Blaming

## Topic 1: Problem Solving

### **Engaging Experience 1**

**Title:** Introduction to Problem-Solving

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

#### **Standards Addressed**

*Priority:*

- SE2A Exhibit mutual respect and compromise in relationships.
- SE2C Review and implement strategies to resolve problems and conflicts successfully.

**Detailed Description/Instructions:** Begin by using Second STEP Lessons 16 and 17. Day one: Watch the music video which gives an overview of the STEP process of problem solving. Students watch the first part of the lesson 16 video which shows 4th and 5th grade students who cannot agree on how to use the basketball hoop at recess. Students will get through “S”- say the problem on the first day. It will also introduce “blaming” and how it impacts problem-solving as well as what it means to see things from different points of view. Students will also review the calm down steps that need to be in place before moving on in the problem-solving steps. Day two: Review part 1 of the video from the previous day and then discuss the steps “T”, “E” and “P.” Watch the video from lesson 17 and model using the STEP graphic organizer to record the ideas of the video characters as they discuss the problem. Then, have pairs of students work together to use sample or real-life problems to complete the STEP graphic organizer.

**Bloom’s Levels:** remember, apply

**Webb’s DOK:** 1, 2



## Topic 2: Gossip

### **Engaging Experience 1**

**Title:** Dealing with Gossip

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

#### **Standards Addressed**

*Priority:*

- SE2A Exhibit mutual respect and compromise in relationships.
- SE2C Review and implement strategies to resolve problems and conflicts successfully.

**Detailed Description/Instructions:** Begin by playing the “telephone” game with students to discuss how gossip happens and is spread. Students will then watch the first half of the video from lesson 20 that shows an example of a boy that spreads gossip about another boy liking a girl as a girlfriend. Students will work through the S, T, and E parts of the problem-solving steps together to see how to begin addressing the problem. Then have students make a prediction on the how the video will end- and watch the second half of the video to see how it was addressed. Students can then turn to a partner and tell how they would have handled the problem.

**Bloom’s Levels:** remember, apply

**Webb’s DOK:** 1, 2

## Topic 3: Peer Pressure

### **Engaging Experience 1**

**Title:** Dealing with Peer Pressure

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

#### **Standards Addressed**

*Priority:*

- SE2A Exhibit mutual respect and compromise in relationships.
- SE2C Review and implement strategies to resolve problems and conflicts successfully.

**Detailed Description/Instructions:** Have students review the problem-solving steps and discuss what the words “peer pressure” mean. Have students give examples of “positive” peer pressure and “negative” pressure and discuss the difference between the two. Then play the video intro from lesson 21 that talks about how some kids feel about peer pressure- then follow up with the video about 3 friends and a situation that involved peer pressure. After the video- go through each of the steps with students together to identify the S, T, and E. After that discussion, play the second half of the video that shows what the solution was in this story and have students share with a partner how they feel about the solution that was chosen in the video.

**Bloom’s Levels:** remember, apply

**Webb’s DOK:** 1, 2

## 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 16 and 17. Day one: Watch the music video which gives an overview of the STEP process of problem solving. Students watch the first part of the lesson 16 video which shows 4th and 5th grade students who cannot agree on how to use the basketball hoop at recess. Students will get through “S”- say the problem on the first day. It will also introduce “blaming” and how it impacts problem-solving as well as what it means to see things from different points of view. 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 part 1 of the video from the previous day and then discuss the steps “T”, “E” and “P.” Watch the video from lesson 17 and model using the STEP graphic organizer to record the ideas of the video characters as they discuss the problem. Then, have pairs of students work together to use sample or real-life problems to complete the STEP graphic organizer.</p>	2 class periods
Gossip	Dealing with Gossip	<p>Begin by playing the “telephone” game with students to discuss how gossip happens and is spread. Students will then watch the first half of the video from lesson 20 that shows an example of a boy that spreads gossip about another boy liking a girl as a girlfriend. Students will work through the S, T, and E parts of the problem-solving steps together to see how to begin addressing the problem. Then have students</p>	1 class period

		<p>make a prediction on the how the video will end- and watch the second half of the video to see how it was addressed. Students can then turn to a partner and tell how they would have handled the problem.</p>	
Peer Pressure	Dealing with Peer Pressure	<p>Have students review the problem-solving steps and discuss what the words “peer pressure” mean. Have students give examples of “positive” peer pressure and “negative” pressure and discuss the difference between the two. Then play the video intro from lesson 21 that talks about how some kids feel about peer pressure- then follow up with the video about 3 friends and a situation that involved peer pressure. After the video- go through each of the steps with students together to identify the S, T, and E. After that discussion, play the second half of the video that shows what the solution was in this story and have students share with a partner how they feel about the solution that was chosen in the video.</p>	1 class period

## Unit 4: Safety/Drugs

**Subject:** School Counseling

**Grade:** Fifth Grade

**Name of Unit:** Safety/Drugs

**Length of Unit:** 2-3 class periods

**Overview of Unit:** Students will explore, identify and practice safety skills and healthy lifestyles.

**Priority Standards for unit:**

- SE3A Evaluate peer influence on problem- solving and decision-making skills
- SE3B Apply personal safety strategies as they relate to violence and harassment.
- SE3C Evaluate various coping skills for managing life changes or events.

<b>Unwrapped Concepts (Students need to know)</b>	<b>Unwrapped Skills (Students need to be able to do)</b>	<b>Bloom's Taxonomy Levels</b>	<b>Webb's DOK</b>
Peer influence on problem-solving and decision-making skills.	Evaluate	Evaluate	4
Personal safety strategies as they relate to violence and harassment.	Apply	Apply	4
Various coping skills for managing life changes or events.	Evaluate	Evaluate	4

**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 Emergency Injury Minor Nervous System Circulatory System Respiratory System</p>	<p>Drug Prescription Drug Over-the-Counter Drug Street Drug Tobacco Alcohol Nicotine Abuse Weapon Medicine Tobacco Alcohol Drug 911 First Aid</p>

## Topic 1: Safety

### **Engaging Experience 1**

**Title:** I'm In Charge

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

#### **Standards Addressed**

*Priority:*

- SE3A Evaluate peer influence on problem- solving and decision-making skills
- SE3B Apply personal safety strategies as they relate to violence and harassment.

**Detailed Description/Instructions:** School Counselor will show *I'm In Charge* video to students and facilitate discussion.

Resource: The *I'm In Charge* video and handouts/workbook.

**Bloom's Levels:** Apply

**Webb's DOK:** 4

## Topic 2: Substance Education

### **Engaging Experience 1**

**Title:** Recognizing Safe and Unsafe Substances and Prevention

**Suggested Length of Time:** 1 lesson

#### **Standards Addressed**

*Priority:*

- SE3C Evaluate various coping skills for managing life changes or events.

**Detailed Description/Instructions:** Provide students with the definition of drug, alcohol, tobacco, medicines, and household poisons. Explain how these dangerous substances affect the circulatory, respiratory and nervous systems. Explain that prescription medications should ONLY come from doctors and pharmacies, and that they are ONLY meant to be taken by the person that is prescribed the medicine. Explain that all medications, including over-the-counter, have directions, dosage, etc. to help the person taking them use them safely. Explain to students that to stay safe around unsafe substances ALWAYS ask a safe adult before putting anything in their mouth or touching any substance and accept medications only from safe adults. Discuss different ways to say no to someone that is offering them dangerous substances, and explain to students that when someone offers them unsafe substances, they should tell a safe adult right away. Explain to students that they should tell a safe adult if they see a weapon. Explain to students that people use dangerous substances instead of calming down, exercising, and/or choosing healthy foods, and discuss better, healthier alternatives ways to do those things. Discuss different ways to stay safe when kids are home alone and/or walking/playing alone. Explain to students that 911 is our way of contacting Emergency Medical Services and Police/Fire and discuss different ways to contact 911 if there is an emergency. Discuss different situations that would constitute an emergency (violence and/or safety of self and others). Discuss the contents and uses of a first aid kit.

**Bloom's Levels:** Understand

**Webb's DOK:** 4



## Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Safety	I'm In Charge	School Counselor will show I'm In Charge video to students and facilitate discussion. Resource: The I'm In Charge video and handouts/workbook.	1-2 class periods
Substance Education	Recognizing Safe and Unsafe Substances and Prevention	<p>Provide students with the definition of drug, alcohol, tobacco, medicines, and household poisons. Explain how these dangerous substances affect the circulatory, respiratory and nervous systems. Explain that prescription medications should ONLY come from doctors and pharmacies, and that they are ONLY meant to be taken by the person that is prescribed the medicine. Explain that all medications, including over-the-counter, have directions, dosage, etc. to help the person taking them use them safely.</p> <p>Explain to students that to stay safe around unsafe substances ALWAYS ask a safe adult before putting anything in their mouth or touching any substance and accept medications only from safe adults. Discuss different ways to say no to someone that is offering them dangerous substances, and explain to students that when someone offers them unsafe substances, they should tell a safe adult right away. Explain to students that they should tell a safe adult if they see a weapon. Explain to students that people use dangerous substances instead of calming down, exercising, and/or choosing healthy foods, and discuss better, healthier alternatives ways to do those things. Discuss different ways to stay safe when kids are home alone and/or walking/playing alone.</p>	1 lesson

		<p>Explain to students that 911 is our way of contacting Emergency Medical Services and Police/Fire and discuss different ways to contact 911 if there is an emergency. Discuss different situations that would constitute an emergency (violence and/or safety of self and others). Discuss the contents and uses of a first aid kit.</p>	
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## Unit 5: Careers

**Subject:** School Counseling

**Grade:** Fifth

**Name of Unit:** Careers

**Length of Unit:** 3 class periods

**Overview of Unit:** In this unit, 5th graders will discuss the meaning of a “career path” and how it relates to their goals. They will complete an interest inventory to explore careers related to their strengths. They will analyze the pathway for completing their goals using a “reality check” framework.

### Priority Standards for unit:

- CD7A Compare interests and strengths with those of workers in the global community.
- CD7B Describe occupational changes that have occurred over time within the six (6) career paths.
- CD7C Describe the contributions of a variety of jobs in the community.
- CD8A Compare and contrast the roles and responsibilities of workers within the six (6) career paths.
- CD8B Compare and contrast the training and educational requirements for a variety of careers.
- CD9A Apply personal, ethical, and work habit skills needed for success in any school or work environment.

### Supporting Standards for unit:

- CD9B Identify the skills needed to develop a portfolio.
- AD6A Recognize the importance of an educational plan.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom’s Taxonomy Levels	Webb's DOK
Interests and strengths with those of workers in the global community.	Compare	Analyze	3
Occupational changes that have occurred over time within the six (6) career paths.	Describe	Understand	3
Contributions of a variety of jobs in the community.	Describe	Understand	3
Roles and responsibilities of workers within the six (6) career paths.	Compare and Contrast	Analyze	3

Training and educational requirements for a variety of careers.	Compare and Contrast	Analyze	3
Personal, ethical, and work habit skills needed for success in any school or work environment.	Apply	Apply	4

**Essential Questions:**

1. How do your interests and strengths compare to those in the global working community?
2. What are the 6 Career Paths?
3. Why have occupational changes occurred over time related to the 6 career paths?
4. How do workers in the 6 career paths make contributions to the greater community?
5. How do the roles and responsibilities of workers differ across the 6 career paths?
6. What training and educational requirements are necessary for jobs in the 6 career paths?
7. What personal, ethical and work habits are needed for success in school and work environment?
8. How do you know which career paths match your personal interests, ethics and work habits?

**Enduring Understanding/Big Ideas:**

1. Students interests may align with one or more of the 6 career paths.
2. The 6 career paths are: Health Services; Industrial and Engineering Technology; Health Services; Natural Resources/Agriculture; Business Management and Technology; Arts and Communication
3. One reason that occupations have changed is the increase of technology. This has had a large effect on the rapid exchange of information, the ability to communicate globally and the efficiency of the work.
4. The career path determines the community contribution. For example, a worker in the health services path contributes to the community by keeping the community healthy.
5. The output of the career determines the roles and responsibilities necessary for workers in that field.
6. The training and educational requirements varies from job to job in each of the 6 career paths, however an emphasis on education is important for every career path.
7. Each person's unique skills, talents, and strong work habits are essential to school and career success.
8. The interest inventory provides clues to individual career path alignment.

**Unit Vocabulary:**

<b>Academic Cross-Curricular Words</b>	<b>Content/Domain Specific</b>
	Career Paths Health Services Industrial and Engineering Technology Health Services; Natural Resources/Agriculture Business Management and Technology Arts and Communication

## Topic 1: Career Paths and Exploration

### **Engaging Experience 1**

**Title:** Career Paths and Exploration

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

#### **Standards Addressed**

*Priority:*

- CD7A Compare interests and strengths with those of workers in the global community.
- CD7B Describe occupational changes that have occurred over time within the six (6) career paths.
- CD7C Describe the contributions of a variety of jobs in the community.
- CD8A Compare and contrast the roles and responsibilities of workers within the six (6) career paths.
- CD8B Compare and contrast the training and educational requirements for a variety of careers.

**Detailed Description/Instructions:** The counselor will introduce the careers unit by asking a variety of career questions:

- What do you want to be when you grow up?
- What's a Career Path?
- How many career paths are there?

The counselor will review and discuss that every career fits in to one of the six career paths. The counselor will review the 6 career paths with the Career Paths poster from DESE. The counselor will show and discuss the "What's a Career Path?" video. After video students will discuss with partner or groups what career path they may be interested in the future.

**Bloom's Levels:** Analyze, Understand

**Webb's DOK:** 3

## Topic 2: Interest Inventory

### **Engaging Experience 1**

**Title:** Interest Inventory and My Plan for Success

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

#### **Standards Addressed**

*Priority:*

- CD8B Compare and contrast the training and educational requirements for a variety of careers.
- CD9A Apply personal, ethical, and work habit skills needed for success in any school or work environment.

#### **Detailed Description/Instructions:**

The counselor will discuss and instruct students to log on to Missouri Connections. The counselor will explain that Missouri Connections is a great tool for career exploration. Students will use the Guest Login to log-in to the website. Students will go to the Assessments tab and click on Career Cluster Inventory. After completion of the inventory students will research the career path that most closely matched their interests. Students will identify at least one job in the career path that they could be interested in and be able to identify what training and or education is needed for success in the career. Teacher will provide a Career Interest Inventory Exit Ticket to identify and keep record of the career path, career and education/training that the student researched.

**Bloom's Levels:** Analyze, Apply

**Webb's DOK:** 3,4

## Topic 3: Reality Check

### **Engaging Experience 1**

**Title:** Reality Check

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

#### **Standards Addressed**

*Priority:*

- CD9A Apply personal, ethical, and work habit skills needed for success in any school or work environment.
- CD8A Compare and contrast the roles and responsibilities of workers within the six (6) career paths.
- CD8B Compare and contrast the training and educational requirements for a variety of careers.

#### **Detailed Description/Instructions:**

As a whole group, the counselor will go through the Reality Check on Missouri Connections and discuss the cost of living and how much money it takes to supply yourself with your needs and wants. The counselor will then instruct students to log on to Missouri Connections. Students will use the Guest Login to log-in to the website. Students will go to the Assessments tab and click on Reality Check to use their own preferences. Students will spend the rest of the time comparing jobs in their Career Cluster and researching how much money the jobs they are interested in pay compared with how much money they would need to sustain their needs and wants.

**Bloom's Levels:** Apply, Analyze

**Webb's DOK:** 4, 3



## Summary of Engaging Learning Experiences for Topics

<b>Topic</b>	<b>Engaging Experience Title</b>	<b>Description</b>	<b>Suggested Length of Time</b>
Career Paths and Exploration	Career Paths and Exploration	<p>The counselor will introduce the careers unit by asking a variety of career questions:</p> <p style="padding-left: 40px;">What do you want to be when you grow up?</p> <p style="padding-left: 40px;">What's a Career Path?</p> <p style="padding-left: 40px;">How many career paths are there?</p> <p>The counselor will review and discuss that every career fits in to one of the six career paths. The counselor will review the 6 career paths with the Career Paths poster from DESE. The counselor will show and discuss the "What's a Career Path?" video. After video students will discuss with partner or groups what career path they may be interested in the future.</p>	30-50 minutes
Interest Inventory	Interest Inventory and My Plan for Success	<p>The counselor will discuss and instruct students to log on to Missouri Connections. The counselor will explain that Missouri Connections is a great tool for career exploration. Students will use the Guest Login to log-in to the website. Students will go to the Assessments tab and click on Career Cluster Inventory. After completion of the inventory students will research the career path that most closely matched their interests.</p> <p>Students will identify at least one job in the career path that they could be interested in and be able to identify what training and or education is needed for success in the career. Teacher will provide a Career Interest Inventory Exit Ticket to identify and keep record of the career path, career and education/training that the student researched.</p>	30-50 minutes

Reality Check	Reality Check	<p>As a whole group, the counselor will go through the Reality Check on Missouri Connections and discuss the cost of living and how much money it takes to supply yourself with your needs and wants. The counselor will then instruct students to log on to Missouri Connections. Students will use the Guest Login to log-in to the website. Students will go to the Assessments tab and click on Reality Check to use their own preferences.</p> <p>Students will spend the rest of the time comparing jobs in their Career Cluster and researching how much money the jobs their interested in pay compared with how much money they would need to sustain their needs and wants.</p>	1 class period
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## Unit 7: Child Protection

**Subject:** School Counseling

**Grade:** 5

**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 Evaluate peer influence on problem solving and decision-making skills.
- SE 3B Apply personal safety strategies as they relate to violence and harassment.

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

**Essential Questions:**

1. What does safe mean?
2. What are ways you can stay safe?
3. What does a person in charge mean?
4. What is the "always ask first rule?"
5. How can following the "always ask first rule" help keep you safe?
6. What should you do if you need to ask first, but there isn't a parent or person in charge nearby for you to ask?
7. What should you do if someone says you don't need to ask first?
8. What is an unsafe touch?
9. What is an unwanted touch?
10. What should you do if someone touches you in an unsafe and unwanted way?
11. How can you recognize when a touch is unwanted?
12. What should you do if you touch someone and he or she uses the stop signal or tells you to stop?
13. What are private body parts?
14. What is the private body parts rule?
15. What should you do if someone breaks the Private Body Parts Rule?

**Enduring Understanding/Big Ideas:**

1. Safe means not in danger, free from harm, loved and protected no matter what.
2. Ways to stay safe are: Recognize: Is it safe? Report: Tell an adult. Refuse: Say words that mean no.
3. A person in charge is an older person who is responsible for making sure I am safe when I am not with my parents.
4. The always ask first rule is: always ask a parent or the person in charge first before going somewhere, doing something, or accepting something from someone.
5. Adults can help decide if a situation is safe or not. Adults know where you are. Adults can tell if it is okay.
6. Call your parents. Find a person in charge. Refuse to do something.
7. I know that I can refuse & say words that mean no and report to an adult.
8. Unsafe touches are any touches that hurt my body.
9. Unwanted touch is any touch I don't like.
10. If someone touches me in an unsafe or unwanted way I can respond in 3 ways: report the touch, refuse the touch, and use a stop signal.
11. If I don't like a touch and it makes me feel uncomfortable it would mean it is unwanted.
12. If I touch someone and he or she tells me to stop, I should: stop touching the person, do not touch the person again, or apologize.
13. Private body parts are covered by a bathing suit.
14. The private body parts rule is: "No one should never touch my private parts except a doctor or nurse, ask to see my private parts except a doctor or a nurse, make me look at his or hers, or anyone else's and I should never touch someone else's private body parts.
15. I know how to report to an adult if someone breaks the private body part rule, even if they tell me it is a secret.

**Unit Vocabulary:**

<b>Academic Cross-Curricular Words</b>	<b>Content/Domain Specific</b>
Safe Unsafe Identify Adults Ask Touch Refuse Body Recognize Uncomfortable feelings Breaks Report Private	Person in Charge I'm in Charge Always Ask First Unsafe touches Unwanted touches Private Body Parts Stop signal

## Topic 1: Always Ask First

### **Engaging Experience 1**

**Title:** Always Ask First Rule

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

#### **Standards Addressed**

*Priority:*

- SE 3A Evaluate peer influence on problem solving and decision-making skills.
- SE 3B Apply personal safety strategies as they relate to violence and harassment.

**Detailed Description/Instructions:** Counselor will introduce the child protection unit by beginning with Lesson 1: Keeping Yourself Safe and following the introduction section on page 21 to facilitate a discussion on ways to stay safe when an adult is nearby and when an adult is not nearby.

Move to Lesson 2: Always Ask First. Counselor will facilitate a game between students. Counselor will follow the introduction section on page 29 to facilitate game. Students will practice identifying if provided scenarios are safe and unsafe. If the counselor notices that some students differ in answers, allow those students to explain their reasoning. After the game, show the “Always Ask First Rule.” Proceed with the content on pg. 29 to discuss the rule and its importance. Walk through the story and discuss illustrations (pgs. 29-30). Students will use the steps in the “Keeping Yourself Safe” poster and refer to the “Always Ask First Rule” to guide their responses during the illustration discussions. If time permits, allow students to complete one out of the four activity scenarios (pgs. 31-32) and practice the “Always Ask First Rule.” If counselors have more time allotted, completing more than one activity is warranted. Follow the wrap up section on pg. 32 to review terms introduced in this lesson. End lesson with “I’m in Charge” music video. Remind students that they are in charge of themselves to stay safe, they have the power to speak up, and to always report situations to a trusted adult if something is wrong.

**Resources:** Child Protection Unit Fifth Grade Lesson 1 & Lesson 2, Ways to Stay Safe Poster

**Bloom’s Levels:**

**Webb’s DOK:** 4

## Topic 2: Unsafe and Unwanted Touches

### **Engaging Experience 1**

**Title:** Unsafe/Unwanted Touches

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

#### **Standards Addressed**

*Priority:*

- SE 3A Apply effective problem-solving decision making, and refusal skills to make safe and healthy choices.
- SE 3B Describe different types of violence and harassment and identify strategies for intervention.

**Detailed Description/Instructions:** Counselor will review the “Always Ask First Rule” with the class. As an introduction, the counselor will utilize the following questions to facilitate a discussion on unsafe/unwanted touches: 1) What is an unsafe touch? 2) What is an example of a safe touch you may not want? 3) How can you recognize when a touch is unwanted? 4) What is the difference between an unsafe and unwanted touch? Questions can be found on page 37.

Counselor will call on multiple students to share their answers. Move forward with the story, discussion illustrations and questions (pgs. 37-38). Students will be prompted to listen to the story and how the character decides what touches are okay and not okay for him. Counselor will walk through the story and facilitate discussion. Allow students to complete the activity (pgs. 38-39) with their partners. Students will identify unsafe/unwanted touches in scenarios the counselor reads. Follow the wrap up section on pg. 39 to review concepts introduced in this lesson. End lesson with “I’m in Charge” music video. Remind students that they are in charge of themselves to stay safe, their body belongs to them, and they have the power to refuse any unwanted touch, even if it is safe in an assertive voice.

**Resources:** Child Protection Unit Fifth Grade Lesson 3, Ways to Stay Safe Poster, I’m in Charge Video

**Bloom’s Levels:**

**Webb’s DOK:** 4

## Topic 3: The Private Body Parts Rule

### **Engaging Experience 1**

**Title:** Body Parts Rule

**Suggested Length of Time:** 1-2 class periods

**Standards Addressed**

*Priority:*

- SE 3A Apply effective problem-solving decision making, and refusal skills to make safe and healthy choices.
- SE 3B Describe different types of violence and harassment and identify strategies for intervention.

**Detailed Description/Instructions:** Counselor will review unsafe/unwanted touches. Counselor will introduce “The Private Body Parts Rule.” Follow the introduction section on page 45.

Emphasize to students the importance of reporting to a trusted adult if someone breaks the Private Body Parts Rule. After introducing the Private Body Parts Rule, counselor will use Lesson 5: Practicing the Ways to Stay Safe introduction section to teach steps on what to do if someone breaks the Private Body Parts Rule. Counselor will read scenarios on page 53, under the introduction section, to engage students in practicing how to recognize when the Private Body Parts Rule is being broken by using components of the rule. Have the Private Body Parts Rule posted in the classroom for students to refer to during the introduction activity. Once the activity is completed, counselor will move forward with the story, discussion illustrations and questions (pgs. 45-47). Students will be prompted to listen to the story and recognize how remembering the Private Body Parts Rule can help keep them safe by seeing how the character uses the rule. Counselor will walk through the story and facilitate discussion. Students will utilize the always ask first rule, private body parts rule, and ways to stay safe poster to answer questions during the discussion.

If time permits, as a class, students will practice recognizing and reporting when someone has broken the Private Body Parts Rule during the activity (pg.47). There are three scenarios. Counselors can allow students to practice all scenarios if time allows or choose the scenario they believe fits their building’s needs. Follow the wrap up section on pg. 48 to review concepts introduced in this lesson. End lesson with “I’m in Charge” music video. Remind students that their body belongs to them, their private body parts are private, if someone breaks the Private Body Parts Rule it is wrong, not their fault, and they should always report to a trusted adult.

**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 on this content. Lesson 5 can be used as an additional lesson outside of suggested lessons in Second Step curriculum.

**Resources:** Child Protection Unit Fifth Grade Lessons 4 & 5, Ways to Stay Safe Poster, Private Body Parts Poster I’m in Charge Video

**Bloom’s Levels: Webb’s DOK:** 4

## Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Ask First	Always Ask First	Students will review ways to stay safe (recognizing, reporting, and refusing unsafe situations). Students will learn to always ask a trusted adult or the person in charge before going somewhere, doing something, or accepting something from anyone.	1 class period
Unsafe and Unwanted Touches	Unsafe and Unwanted Touches	Students learn the difference between safe, unsafe, and unwanted touches. Students will learn how to use assertiveness skills to refuse unsafe and unwanted touch.	1 class period
Private Body Parts	The Private Body Parts Rule	Students learn the “The Private Body Parts Rule,” private body parts are private and no one should ever: 1. Touch yours, except a doctor or nurse. 2. Ask to see yours, except a doctor or nurse. 3. Make you look at his or hers, or anyone else’s and never touch anyone else’s. Students will also learn: never to keep secrets about someone break the Private Body Parts Rule, it is never your fault if someone breaks the rule, breaking the rule is wrong, and to continue to report it until a trusted adult believes you.	1 class period



# 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.