

Unit 1 Title: ME Revisited	Grade Level: 2
Number of Lessons in Unit: 2	
Time Required for each lesson: 25-35 minutes	
Best time of year to implement this Unit: Anytime	
Lesson Titles:	
Lesson 1 Goldilocks Revisited	
Materials/Special Preparations Required	
Copy of the story of <i>Goldilocks and the Three Bears</i> .	
Chart Paper or SMART Board	
Markers	
Lesson 2 The Many Roles I Play in My Community	
Materials/Special Preparations Required	
Chart Paper or SMART Board	
Markers/Pencils	
Community Role Web directions	
Plain paper for student webs	
Missouri Comprehensive Guidance and Counseling Big Idea:	
PS.1 Understanding Self as an Individual and as a Member of Diverse Local and Global Communities	
Grade Level Expectations (GLEs):	
PS.1.A.02	Express a variety of feelings. (DOK Level - 2)
PS.1.B.02	Identify personal roles in the community. (DOK Level - 1)
PS.1.C.02	Compare and contrast character traits needed for different situations. (DOK Level - 3)
American School Counselor Association (ASCA) National Standard:	
Personal/Social Development	
A: Students will acquire the knowledge, attitude, and interpersonal skills to help them understand and respect self and others.	

Show Me Standards: Performance Goals (check one or more that apply)

	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral, and visual presentations for a variety of purposes and audiences 3. Exchange information, questions, and ideas while recognizing the perspectives of others
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas
Mathematics	
X Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
Science	
Health/Physical Education	
Fine Arts	

Unit Essential Questions:

What roles do you play in your community?
How do your actions and feelings affect your roles?

Unit Measurable Learning Objectives:

The student will identify at least three feelings of the characters in the story.
The student will identify at least three character traits of the characters in the story and label them as positive or negative.
The student will identify at least four community roles they fulfill.

Unit Instructional Strategies/Instructional Activities:

Direct (Guided & Shared – reading, listening, viewing, thinking)
 Indirect (Concept Mapping)
 Experiential
 Independent Study
 Interactive Instruction (Role Playing; Brainstorming; Think, Pair, Share; Cooperative Learning)

Unit Summative Assessment (acceptable evidence):

Summative assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students identify the personal roles they have in their community and discuss the feelings and character traits exhibited in those roles.

Brief Summary of Unit:

In lesson one, students reviewed the story of *Goldilocks and the Three Bears*. As the jury of her peers, the students work in cooperative groups to determine the feelings and personal character traits Goldilocks had elicited from the Bear Family.
In lesson two, students identified the personal roles that they have in their community by creating a community role web.

Student Prior Knowledge: What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?

Students need a basic understanding of feelings, roles, and character traits.

<p>Unit 1 Title: ME Revisited</p> <p>Lesson Title: Goldilocks Revisited Lesson 1 of 2</p> <p>Grade Level: 2</p> <p>Length of Lesson: 25-35 minutes</p> <p>Missouri Comprehensive Guidance and Counseling Big Idea: PS.1 Understanding Self as an Individual and as a Member of Diverse Local and Global Communities</p> <p>Grade Level Expectations (GLEs): PS.1.A.02 Express a variety of feelings PS.1.C.02 Compare and contrast character traits needed for different situations.</p> <p>American School Counselor Association (ASCA) National Standard: Personal/Social Development A: Students will acquire the knowledge, attitude and interpersonal skills to help them understand and respect self and others.</p>

<p>Materials (include activity sheets and/ or supporting resources)</p> <p>A copy of the story of <i>Goldilocks and the Three Bears</i>. Chart Paper or SMART Board Markers</p>
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Show Me Standards: Performance Goals (check one or more that apply)	
	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral, and visual presentations for a variety of purposes and audiences 3. Exchange information, questions, and ideas while recognizing the perspectives of others
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas
Mathematics	
X Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
Science	
Health/Physical Education	

	Fine Arts	
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Enduring Life Skill(s)

	Perseverance		Integrity		Problem Solving
	Courage	X	Compassion	X	Tolerance
X	Respect		Goal Setting		

Lesson Measurable Learning Objectives:

The student will identify at least three feelings of the characters in the story.
 The student will identify at least three character traits of the characters in the story and label them as positive or negative.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
 Each cooperative learning group will determine Goldilocks’ fate: did she consider the feelings of others and did she demonstrate positive character traits in her decisions?

Lesson Preparation

Essential Questions:

Why do people need to know about feelings?
 How do people know how to act?

Engagement (Hook):

Counselor enters the room and says: “Ladies and gentlemen of the jury, today I will present to you the case of Goldilocks. Your charge will be to determine the feelings of Goldilocks and her victims, the Bear Family, and to decide if she demonstrated positive character traits in the situation.”

Procedures

<p>Instructor Procedures/Instructional Strategies:</p> <ol style="list-style-type: none"> 1. After the introduction, counselor reads the story of Goldilocks or briefly summarizes the story. 2. Students are broken into groups of four. Counselor explains that each group will deliberate about Goldilocks’ fate. “Did she consider the feelings of the Bear Family and did she demonstrate positive character traits?” 3. Instruct each group to identify the actions that Goldilocks took in the Bear Family’s home and the possible feelings that were 	<p>Student Involvement/Instructional Activities:</p> <ol style="list-style-type: none"> 1. Students listen. 2. Students move into cooperative groups. 3. Students listen to directions and work in small groups to formulate responses.
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<p>exhibited by both Goldilocks and the Bear Family.</p> <p>4. Counselor now needs to review the actions of Goldilocks (entering an unknown home, helping herself to food, sitting in and destroying furniture, sleeping in someone else’s bed). Counselor asks for the character traits that Goldilocks exhibited and feelings shown. Counselor records responses on the chart paper or SMART Board (titled “Goldilocks”) in a compare/contrast manner.</p> <p>5. Counselor asks the students to look back at the situations. “Identify the actions of the Bear Family and ask what feelings and character traits the Bear Family exhibited because of Goldilocks’ actions.” Counselor records on chart paper or SMART Board titled “Bear Family”.</p> <p>6. The counselor asks for suggestions of better decisions she could have made. “If Goldilocks’ decisions had been different, how would the Bear Family’s feelings be different?”</p> <p>7. In summation, the counselor explains that every individual has a variety of feelings and that every individual will use different character traits in different situations. “What is most important is that each person chooses wisely and positively, keeping in mind the impact that personal choices have on those around us?” Counselor then reviews the charge of the “jury” and has students deliberate. Did she consider the feelings of the Bear Family and did she demonstrate positive character traits?</p>	<p>4. Students offer responses.</p> <p>5. Students offer responses.</p> <p>6. Students listen to directions; and then work in small groups to formulate responses.</p> <p>7. Students deliberate and report their decisions.</p>
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Teacher Follow-Up Activities

If there is an issue that the classroom is dealing with, teacher could follow the same format as described above using “the jury of peers” to resolve the issue. During the process, teacher will emphasize the character traits and feelings of the parties involved.

Counselor reflection notes (completed after the lesson)

<p>Unit 1 Title: ME Revisited</p> <p>Lesson Title: The Many Roles I Play in My Community Lesson 2 of 2</p> <p>Grade Level: 2</p> <p>Length of Lesson: 25-35 minutes</p> <p>Missouri Comprehensive Guidance and Counseling Big Idea: PS.1 Understanding Self as an Individual and as a Member of Diverse Local and Global Communities</p> <p>Grade Level Expectation (GLE): PS.1.B.02 Identify personal roles in the community.</p> <p>American School Counselor Association (ASCA) National Standard: Personal/Social Development A: Students will acquire the knowledge, attitude and interpersonal skills to help them understand and respect self and others.</p>

Materials (include activity sheets and/ or supporting resources)

<p>Chart Paper or SMART Board</p> <p>Markers/Pencils</p> <p>Community Role Web directions</p> <p>Plain paper for student webs</p>

Show Me Standards: Performance Goals (check one or more that apply)

	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral, and visual presentations for a variety of purposes and audiences 3. Exchange information, questions, and ideas while recognizing the perspectives of others
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas
Mathematics	
X Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
Science	
Health/Physical Education	
Fine Arts	

Enduring Life Skill(s)

	Perseverance		Integrity		Problem Solving
	Courage	X	Compassion	X	Tolerance
X	Respect		Goal Setting		

Lesson Measurable Learning Objectives:

The student will identify at least four community roles they fill.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs.

Assessment can be question answer, performance activity, etc.

Each student will complete a personal community role web.

Lesson Preparation

Essential Questions:

What roles do people have in the community?

Engagement (Hook):

Have the teacher or principal join the counselor. The counselor has a large web on chart paper or SMART Board (see directions for student web). The counselor asks the partner, what roles he/she plays in the community. Partner responds with the roles he/she has (father/mother, church member, voter, coach, farmer, Sunday School Teacher, etc.). As the teacher/principal responds, counselor records responses on the chart paper or SMART Board. (If teacher or principal is not available, then the counselor will implement the lesson independently. This will serve as a model for the activity the students will complete.)

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Strategies:
1. Counselor explains that just as the principal/teacher has many roles outside the school walls, the students do as well.	1. Students listen.
2. Counselor breaks the students into cooperative learning groups.	2. Students move to their groups.
3. Counselor has the students brainstorm the roles they play in their community within the cooperative learning groups.	3. Students brainstorm the roles they play in the community.
4. Following the brainstorming, counselor distributes the blank paper. Each student is to draw and complete a personal community role web.	4. Students individually complete their community role web.
5. Counselor directs students to share their	5. Students share their different roles and then

<p>webs with their groups and then discuss the feelings and character traits that they exhibit in these roles. Counselor moves from group to group listening/coaching the sharing of the students.</p>	<p>discuss the feelings and character traits that they exhibit in these roles.</p>
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Teacher Follow-Up Activities

Teacher displays student webs in the classroom.

Counselor reflection notes (completed after the lesson)

Directions for Creating Community Role Web

1. In the middle of the paper, draw a person.
2. Draw approximately 6 lines coming from the person in different directions.
3. At the end of each line, draw a horizontal line for written responses.

COURSE INTRODUCTION:**Personal/Social Development**

The units in Personal/Social Development are designed to assist students in developing the knowledge and skills to be productive and respectful citizens in a global society. The units focus on self-understanding, diversity, respect, and personal social and safety skills. The three major areas covered in Personal/Social Development are:

Understanding self as an individual and as a member of diverse local and global communities.

Major Points: The content of this area is designed to help students in grades K-12 know and understand themselves and their roles as contributing members of society. Emphasis is placed on personal characteristics and the roles and responsibilities of each individual. Students will gain knowledge that leads to the recognition and understanding of the interrelationship of thoughts, feelings and actions in students' daily lives. Learning includes knowledge that contributes to an understanding of the importance of each person in his or her extended (global) as well as immediate community (e.g. family, classroom, school, city or town) and each person's role and inter-relatedness with all other people of the world.

Interacting with others in ways that respect individual and group differences.

Major Points: This area focuses on helping students in grades K-12 know, understand and respect others in order to develop and maintain quality relationships. The learning includes developing an understanding of the similarities and differences of others and ways these similarities and differences contribute to working together in our diverse world. Students will learn about their roles in advocating for respect for all human beings.

Applying personal safety skills and coping strategies.

Major Points: Physical and psychological safety and healthy personal coping skills are emphasized in the content this area. The learning is based on the premise that young people are vulnerable. They are vulnerable to the pressure of peers to engage in unhealthy behaviors. They are vulnerable to harassment, sexual abuse or physical abuse. In addition, they are vulnerable to expected and unexpected life events (e.g. a new sibling or the death of a parent). In each situation, external influences interact with individual factors as the young person makes decisions and choices about how to respond. The emphasis is on developing within each student the ability to advocate for self. The knowledge and skills include the ability to recognize the warning signs of external and internal threats to the personal safety of self and others. Students will learn a variety of methods for seeking help when an external threat to health or safety exists, when an internal conflict threatens his or her well-being (e.g. suicidal thoughts) or when a life situation requires a new way of coping. Learning includes how to respond to personal concerns as well as the needs of peers.

<p>UNIT DESCRIPTION: ME Revisited</p> <p>In lesson one, students reviewed the story of <i>Goldilocks and the Three Bears</i>. As the jury of her peers, the students will work in cooperative groups to determine the feelings and personal character traits Goldilocks had elicited from the Bear Family.</p> <p>In lesson two, students identified the personal roles that they have in their community by creating a community role web.</p>		<p>SUGGESTED UNIT TIMELINE: 2 Lessons</p> <p>CLASS PERIOD (min.): 25 – 35 minutes each</p>				
<p>ESSENTIAL QUESTIONS:</p> <p>1. What roles do you play in your community?</p> <p>2. How do your actions and feelings affect your roles?</p>						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will identify at least three feelings of the characters in the story.		PS.1.A.02 Express a variety of feelings.		RL.2.3 RL.2.7 RF.2.3 W.2.8 SL.2.1	P/SD A. Students will acquire the knowledge, attitude, and interpersonal skills to help them understand and respect self and others.	Level 2
		PS.1.B.02 Identify personal roles in the community.		SL.2.2 SL.2.3 SL.2.4 SL.2.6		Level 1
		PS.1.C.02 Compare and contrast character traits needed for different situations.		L.2.1 L.2.3 L.2.4 L.2.5 L.2.6		Level 3
2. The student will identify at least three character traits of the characters in the story and label them as positive or		PS.1.A.02		RL.2.3	P/SD A	Level 2
		PS.1.B.02		RL.2.7		Level 1

negative.		PS.1.C.02		RF.2.3 W.2.8 SL.2.1 SL.2.2 SL.2.3 SL.2.4 SL.2.6 L.2.1 L.2.3 L.2.4 L.2.5 L.2.6	Level 3
3. The student will identify at least four community roles they fill.		PS.1.A.02 PS.1.B.02 PS.1.C.02		RL.2.3 RL.2.7 RF.2.3 W.2.8 SL.2.1 SL.2.2 SL.2.3 SL.2.4 SL.2.5 SL.2.6 L.2.1 L.2.2 L.2.3 L.2.4 L.2.5 L.2.6	P/SD A Level 2 Level 1 Level 3
ASSESSMENT DESCRIPTIONS: Students identify the personal roles they have in their community and discuss the feelings and character traits exhibited in those roles.					
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)				
	<input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <input type="checkbox"/> Experiential <input type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction				

1 2 3	See Lessons: Lesson 1 Goldilocks Revisited Lesson 2 The Many Roles I Play in My Community				
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)				
1 2 3	See Lessons: Lesson 1 Goldilocks Revisited Lesson 2 The Many Roles I Play in My Community				
	<u>Direct:</u> <input type="checkbox"/> Structured Overview <input type="checkbox"/> Lecture <input type="checkbox"/> Explicit Teaching <input type="checkbox"/> Drill & Practice <input type="checkbox"/> Compare & Contrast <input type="checkbox"/> Didactic Questions <input type="checkbox"/> Demonstrations <input checked="" type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking Ls. 1	<u>Indirect:</u> <input type="checkbox"/> Problem Solving <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input type="checkbox"/> Reflective Discussion <input type="checkbox"/> Writing to Inform <input type="checkbox"/> Concept Formation <input checked="" type="checkbox"/> Concept Mapping Ls. 2 <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure	<u>Experiential:</u> <input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input type="checkbox"/> Simulations <input type="checkbox"/> Games <input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input type="checkbox"/> Role-playing <input type="checkbox"/> Model Building <input type="checkbox"/> Surveys	<u>Independent Study</u> <input type="checkbox"/> Essays <input type="checkbox"/> Computer Assisted Instruction <input type="checkbox"/> Journals <input type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input type="checkbox"/> Learning Activity Packages <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input type="checkbox"/> Homework <input type="checkbox"/> Research Projects <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers	<u>Interactive Instruction</u> <input type="checkbox"/> Debates <input checked="" type="checkbox"/> Role Playing Ls. 1 <input type="checkbox"/> Panels <input checked="" type="checkbox"/> Brainstorming Ls. 2 <input type="checkbox"/> Peer Partner Learning <input type="checkbox"/> Discussion <input type="checkbox"/> Laboratory Groups <input checked="" type="checkbox"/> Think, Pair, Share Ls. 2 <input checked="" type="checkbox"/> Cooperative Learning Ls. 1, 2 <input type="checkbox"/> Jigsaw <input type="checkbox"/> Problem Solving <input type="checkbox"/> Structured Controversy <input type="checkbox"/> Tutorial Groups <input type="checkbox"/> Interviewing <input type="checkbox"/> Conferencing
UNIT RESOURCES: (include internet addresses for linking) Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/ ASCA National Standards for Students (ASCA), accessed June 11, 2013, from http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf					

Unit1 Title: Individual and Group Differences	Grade Level: 2
Number of Lessons in Unit: 3	
Time Required for each lesson: 30 minutes	
Best time of year to implement this Unit: Prior to winter vacation	
Lesson Titles:	
Lesson 1: Acting Out Respect and Compromise	
Materials/Special Preparations Required	
2 puppets, chalk, brown paper lunch bags for each student, scraps of yarn, markers, crayons, glue or glue sticks	
Dry erase board or SMART Board	
Lesson 2: Family Traditions	
Materials/Special Preparations Required	
Song about traditions	
<i>Family Traditions</i> handout	
Symbol, picture, or story regarding family traditions	
Lesson 3: Be a Problem Solving Star	
Materials/Special Preparations Required	
STAR Problem Solving Steps handouts	
Missouri Comprehensive Guidance and Counseling Big Idea:	
PS.2: Interacting with Others in Ways That Respect Individual and Group Differences	
Grade Level Expectations (GLEs):	
PS.2.A.02: Identify and demonstrate the interpersonal skills needed to make and keep a friend. (DOK Level-4)	
PS.2.B.02: Identify similarities and differences among families and their traditions. (DOK Level 2)	
PS.2.C.02: Identify the steps of solving problems and conflicts with others. (DOK Level 1)	
American School Counselor Association (ASCA) National Standard:	
Personal/Social Development	
A: Students will acquire knowledge, attitude and interpersonal skills to help them understand and respect self and others.	

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual and oral presentations and works. 6. Discover and evaluate patterns and relationships in information, ideas and structures 9. Identify, analyze and compare the institutions, traditions and art forms of past and present societies.
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X	<p>Goal 2: Communicate effectively within and beyond the classroom</p> <ol style="list-style-type: none"> 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences. 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions, and ideas while recognizing the perspectives of others.
X	<p>Goal 3: Recognize and solve problems</p> <ol style="list-style-type: none"> 2. Develop and apply strategies based on ways others have prevented or solved problems. 3. Develop and apply strategies based on one’s own experience in preventing or solving problems.
	<p>Goal 4: Make decisions and act as responsible members of society</p>

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	1. Speaking and writing standard English 6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
	Health/Physical Education	
	Fine Arts	

Unit Essential Question

How do people work through conflict?

Unit Measurable Learning Objectives:

The student will use a puppet to demonstrate at least one friendship skill.
 The student will identify one personal family tradition.
 The student will utilize the STAR problem solving to solve at least one scenario.

Unit Instructional Strategies/Instructional Activities:

Direct (Explicit Teaching; Guided & Shared)
 Indirect
 Experiential (Role-playing)
 Independent Study (Learning Activity)
 Interactive Instruction (Role-playing; Brainstorming; Discussion; Problem Solving)

Unit Summative Assessment (acceptable evidence):

Summative assessment relates to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.

Students will apply knowledge of friendship skills, personal differences and the STAR problem solving model to address common problems.

Brief Summary of Unit:

Students will learn positive ways to interact with their peers. Students will also solve problems through the STAR problem solving method.

Students will learn about their family traditions.

What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?

The students will need to know how to be a friend.

The students will need to be familiar with similarities and differences.

Students having knowledge about feelings would be helpful.

Unit 1 Title: Individual and Group Differences	
Lesson Title: Acting Out Respect and Compromise	Lesson 1 of 3
Grade Level: 2	Length of Lesson: 30- 45 minutes
Missouri Comprehensive Guidance and Counseling Big Idea: PS.2: Interacting With Others in Ways That Respect Individual and Group Differences	
Grade Level Expectation (GLE): PS.2.A.02: Identify and demonstrate the interpersonal skills needed to make and keep a friend.	
American School Counselor Association (ASCA) National Standard: Personal and Social Development A: Students will acquire the knowledge, attitude and interpersonal skills to help them understand and respect self and others.	

Materials (include activity sheets and/ or supporting resources)

2 puppets, brown paper lunch bags for each student, scraps of yarn, markers, crayons, glue or glue sticks
Dry erase board or SMART Board

Show Me Standards: Performance Goals (check one or more that apply)

	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral, and visual presentations for a variety of purposes and audiences.
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions.

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas.
Mathematics	
Social Studies	
Science	
Health/Physical Education	
Fine Arts	

Enduring Life Skill(s)

	Perseverance	X	Integrity		Problem Solving
	Courage	X	Compassion	X	Tolerance
X	Respect		Goal Setting		

Lesson Measurable Learning Objectives:

The student will use a puppet to demonstrate at least one friendship skill.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs.
Assessment can be question answer, performance activity, etc.
 Students will demonstrate friendship skills by using the puppets.

Lesson Preparation

Essential Questions: What does a quality relationship look like and how is it maintained?

Engagement (Hook): Begin the lesson by using two puppets to illustrate inappropriate ways of interacting with others, such as, shoving, shouting, pushing, and not sharing. Ask students if they would like to play with these “friends,” and if not, why not?

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<ol style="list-style-type: none"> 1. Using the puppets, ask students: What are some ways that we show others that we want to be their friend? 2. Write responses on the board. 3. Ahead of time, make a puppet using the paper bag, yarn, and markers. <ol style="list-style-type: none"> a. Give each student a bag and yarn. b. Students get out their markers and glue (for the yarn) to complete the puppets. 4. The instructor divides the students into pairs and gives them the following situations to act out with their partner. <ol style="list-style-type: none"> a. Name your puppet and introduce your puppet to your partner’s puppet. b. Tell your partner puppet something you like to do. c. Tell your partner about your family. d. Make up your own idea. 	<ol style="list-style-type: none"> 1. Students respond with answers such as, we share, listen, keep secrets, no fighting, and kind to each other. 2. Students review the responses. 3. Students use the brown paper lunch bags to make puppets to practice friendship skills. 4. Students practice friendship skills with their partner’s puppet.

Teacher Follow-Up Activities

The teacher encourages students to use appropriate friendship skills at all times.

Counselor reflection notes (completed after the lesson)

Unit 1 Title: Individual and Group Differences	
Lesson Title: Family Traditions	Lesson 2 of 3
Grade Level: 2	
Length of Lesson: 30 minutes	
Missouri Comprehensive Guidance and Counseling Big Idea: PS.2: Interacting with Others in Ways That Respect Individual and Group Differences	
Grade Level Expectation (GLE): PS.2.B.02: Identify similarities and differences among families and their traditions.	
American School Counselor Association (ASCA) National Standard: Personal/Social Development A: Students will acquire knowledge, attitude and interpersonal skills to help them understand and respect self and others	

Materials (include activity sheets and/ or supporting resources)

A symbol, picture or story regarding family traditions (e.g. a pickle ornament that is hidden on the tree each year; a dreidel that is used to play the “dreidel game” on the first night of Hanukah, or a kinara that holds the red, green, and black candles of Kwanzaa each year).

Family Tradition Activity Sheets

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas 9. Identify, analyze and compare the institutions, traditions and art forms of past and present societies.
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions, and ideas while recognizing the perspectives of others.
	Goal 3: Recognize and solve problems
	Goal 4: Make decisions and act as responsible members of society

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)	Specific Skill(s)
X	Communication Arts 1. Speaking and writing standard English 6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics
X	Social Studies 6. Relationships of the individual and groups to institutions and cultural traditions
	Science
	Health/Physical Education

	Fine Arts	
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Enduring Life Skill(s)

	Perseverance		Integrity		Problem Solving
	Courage		Compassion	X	Tolerance
X	Respect		Goal Setting		

Lesson Measurable Learning Objectives:

The student will identify one personal family tradition.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.
 Students will discuss the school and family traditions that he/she takes part in.
 Student will complete *Family Tradition* worksheet accurately.

Lesson Preparation

Essential Questions: Why is respect for others important?
Engagement (Hook): Counselor will show and, as appropriate, pass around the symbol(s) of a family tradition he or she brought to the class.

Procedures

<p>Instructor Procedures/Instructional Strategies:</p> <ol style="list-style-type: none"> 1. After all students have had a chance to look at the symbol(s), the counselor will ask students to hypothesize about the meaning of the chosen symbol(s). When students have had an opportunity to make a number of guesses, the counselor will tell students the story of the meaning of the symbol(s) in his or her family. 2. Counselor will ask students to explain what tradition means and then help define it for them (i.e. custom, ritual, habit, practice). Counselor will ask the students to name traditions that happen in their school. 3. Counselor will share with students some traditions in which his or her family participates in. 4. Counselor will ask students to think of 	<p>Student Involvement/Instructional Activities:</p> <ol style="list-style-type: none"> 1. Students will offer their ideas about the meaning of the symbol. 2. Students will raise their hands and share what they think tradition means. Students will also share what traditions that they see in their school. 3. Students will share traditions that exist in their family. 4. Students will share traditions that their
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<p>some traditions that exist in his or her family. Counselor will then get students to focus on some family traditions that they have during the winter. Counselor will then discuss Ramadan, Christmas, Hanukkah, and Kwanzaa. Some families based on their religious beliefs do not participate in any celebrations during the winter months, which is their tradition.</p> <p>5. Counselor will hand out <i>Family Traditions</i> worksheets and go over the directions with the students.</p>	<p>family participates in. Students' will then focus on what traditions their family has during the winter.</p> <p>5. Students will cut out pictures and paste them under the appropriate heading.</p>
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Teacher Follow-Up Activities

Teacher may do a writing activity with the students using Family Traditions as a prompt.

Counselor reflection notes (completed after the lesson)

FAMILY TRADITIONS

Different families have different traditions. Some families traditionally celebrate one of the following holidays during the winter months.

KWANZAA

HANUKKAH

RAMADAN

CHRISTMAS

ONE OF MY FAMILY'S TRADITION S:

PLEASE CUT THESE PICTURES OUT BELOW AND PASTE THEM UNDER THE APPROPRIATE HOLIDAY.



Unit 1 Title: Individual and Group Differences
Lesson Title: Be a Problem Solving Star Lesson 3 of 3
Grade Level: 2
Length of Lesson: 20-30 minutes
Missouri Comprehensive Guidance and Counseling Big Idea: PS.2: Interacting with others in ways that respect individual and group differences
Grade Level Expectation (GLE): PS.2.C.02: Identify the steps of solving problems and conflicts with others.
American School Counselor Association (ASCA) National Standard: Personal/Social Development A: Students will acquire the knowledge, attitude and interpersonal skills to help them understand and respect self and others.

Materials (include activity sheets and/ or supporting resources)

STAR problem solving steps handouts

Show Me Standards: Performance Goals (check one or more that apply)

	Goal 1: Gather, analyze and apply information and ideas
	Goal 2: Communicate effectively within and beyond the classroom
X	Goal 3: Recognize and solve problems 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one’s own experience in preventing or solving problems
	Goal 4: Make decisions and act as responsible members of society

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	Specific Skill(s)
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect		Goal Setting		

Lesson Measurable Learning Objectives:

The student will utilize the STAR problem solving to solve at least one scenario.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.
 Students will use STAR to solve scenarios based on common problems in the classroom.

Lesson Preparation

Essential Questions: What does it mean to utilize and accept personal responsibility in relationships?

Engagement (Hook): Counselor writes a math problem on the board to begin discussion of problem solving using the STAR steps.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<ol style="list-style-type: none"> 1. Counselor writes a math problem on the chalkboard or white board and asks the students what it is. What do you do with a math problem? 2. Counselor selects a student to come up and solve the math problem. 3. Counselor introduces the STAR steps for problem solving, giving each student a copy of the handout. Counselor talks about each of the items and elaborates. <ul style="list-style-type: none"> • S = Stop, when you have a problem you don't rush in with just any solution. You want to take time to look it over and figure out the right solution for the problem. • T = Think, take time to think about possibilities, and what could happen with each one. • A = Act, take the action you think is best for the situation. • R = Review, think about the choice you made, look it over and if you don't like the way it turned out go back and think again. 4. Counselor demonstrates how to use the 	<ol style="list-style-type: none"> 1. Students respond that it is a math problem and you answer it or solve it. 2. A student volunteer solves the math problem. 3. Students look at the handout as the counselor explains the problem solving steps. 4. Students listen and ask questions for clarity.

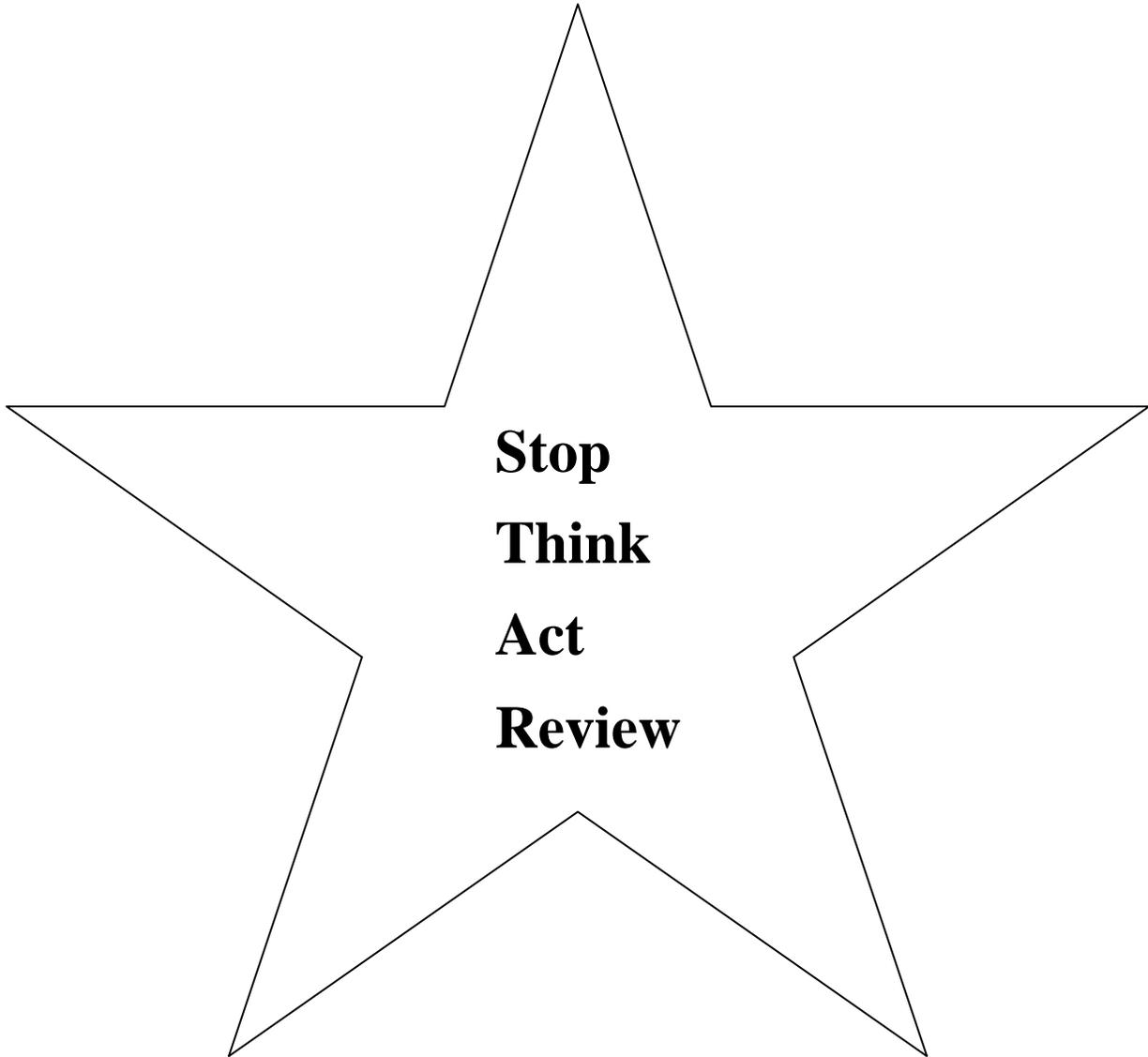
<p>STAR problem solving steps to solve the math problem on the board, and then tells students that these same steps can be used to solve other problems we face every day.</p> <p>5. Counselor gives an example of a problem, such as not being able to find a pencil, and takes the class through the STAR process to solve the problem, asking students for input along the way.</p> <p>6. Counselor names other common problems such as forgotten lunch money or homework, etc. and has students participate in discussing how STAR can help solve the problems.</p> <p>7. Counselor names a common conflict such as someone cutting in line, and leads them through using the STAR process to solve the problem.</p> <p>8. Counselor asks students to name other common conflicts, and then has students practice using STAR to solve the problems they have named.</p>	<p>5. Students participate in deciding what to do for each of the STAR steps.</p> <p>6. Students actively participate in using STAR to solve common problems.</p> <p>7. Students offer ideas and participate.</p> <p>8. Students as a group or in small groups practice using STAR to solve problems.</p>

Teacher Follow-Up Activities

Teacher posts STAR problem solving steps in the classroom and refers students to them when problems arise.

Counselor reflection notes (completed after the lesson)

Be a Problem Solving STAR



COURSE INTRODUCTION:**Personal/Social Development**

The units in Personal/Social Development are designed to assist students in developing the knowledge and skills to be productive and respectful citizens in a global society. The units focus on self-understanding, diversity, respect, and personal social and safety skills. The three major areas covered in Personal/Social Development are:

Understanding self as an individual and as a member of diverse local and global communities.

Major Points: The content of this area is designed to help students in grades K-12 know and understand themselves and their roles as contributing members of society. Emphasis is placed on personal characteristics and the roles and responsibilities of each individual. Students will gain knowledge that leads to the recognition and understanding of the interrelationship of thoughts, feelings and actions in students' daily lives. Learning includes knowledge that contributes to an understanding of the importance of each person in his or her extended (global) as well as immediate community (e.g. family, classroom, school, city or town) and each person's role and inter-relatedness with all other people of the world.

Interacting with others in ways that respect individual and group differences.

Major Points: This area focuses on helping students in grades K-12 know, understand and respect others in order to develop and maintain quality relationships. The learning includes developing an understanding of the similarities and differences of others and ways these similarities and differences contribute to working together in our diverse world. Students will learn about their roles in advocating for respect for all human beings.

Applying personal safety skills and coping strategies.

Major Points: Physical and psychological safety and healthy personal coping skills are emphasized in the content this area. The learning is based on the premise that young people are vulnerable. They are vulnerable to the pressure of peers to engage in unhealthy behaviors. They are vulnerable to harassment, sexual abuse or physical abuse. In addition, they are vulnerable to expected and unexpected life events (e.g. a new sibling or the death of a parent). In each situation, external influences interact with individual factors as the young person makes decisions and choices about how to respond. The emphasis is on developing within each student the ability to advocate for self. The knowledge and skills include the ability to recognize the warning signs of external and internal threats to the personal safety of self and others. Students will learn a variety of methods for seeking help when an external threat to health or safety exists, when an internal conflict threatens his or her well-being (e.g. suicidal thoughts) or when a life situation requires a new way of coping. Learning includes how to respond to personal concerns as well as the needs of peers.

UNIT DESCRIPTION: Individual and Group Differences Students will learn positive ways to interact with their peers. Students will also solve problems through the STAR problem solving method. Students will learn about their family traditions.		SUGGESTED UNIT TIMELINE: 3 Lessons CLASS PERIOD (min.): 30 minutes each				
ESSENTIAL QUESTIONS: 1. How do people work through conflict?						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will use a puppet to demonstrate at least one friendship skill.		PS.2.A.02: Identify and demonstrate the interpersonal skills needed to make and keep a friend		W.2.8 SL.2.1 SL.2.2 SL.2.3 SL.2.4 SL.2.6 L.2.1 L.2.6	P/SD A. Students will acquire the knowledge, attitude, and interpersonal skills to help them understand and respect self and others.	Level 4
		PS.2.B.02: Identify similarities and differences among families and their traditions.				Level 2
		PS.2.C.02: Identify the steps of solving problems and conflicts with others.				Level 1
2. The student will identify one personal family tradition.		PS.2.A.02:		W.2.8	P/SD A	Level 4
		PS.2.B.02:		SL.2.1		Level 2

		PS.2.C.02:		SL.2.2 SL.2.3 SL.2.4 SL.2.6 L.2.1 L.2.6		Level 1
3. The student will utilize the STAR problem solving to solve at least one scenario.		PS.2.A.02: PS.2.B.02: PS.2.C.02:		W.2.8 SL.2.1 SL.2.2 SL.2.3 SL.2.4 SL.2.6 L.2.1 L.2.6	P/SD A	Level 4 Level 2 Level 1
ASSESSMENT DESCRIPTIONS*: Students will apply knowledge of friendship skills, personal differences and the STAR problem solving model to address common problems.						
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)					
	<input checked="" type="checkbox"/> Direct <input type="checkbox"/> Indirect <input checked="" type="checkbox"/> Experiential <input checked="" type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction					
1 2 3	See Lessons: Lesson # 1: Acting Out Respect and Compromise Lesson # 2: Family Traditions Lesson # 3: Be a Problem Solving Star					
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)					
1 2 3	See Lessons: Lesson # 1: Acting Out Respect and Compromise Lesson # 2: Family Traditions Lesson # 3: Be a Problem Solving Star					
	Direct: <input type="checkbox"/> Structured Overview <input type="checkbox"/> Lecture <input checked="" type="checkbox"/> Explicit Teaching Ls. 3	Indirect: <input type="checkbox"/> Problem Solving <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input type="checkbox"/> Reflective Discussion	Experiential: <input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input type="checkbox"/> Simulations <input type="checkbox"/> Games	Independent Study <input type="checkbox"/> Essays <input type="checkbox"/> Computer Assisted Instruction <input type="checkbox"/> Journals <input type="checkbox"/> Learning Logs	Interactive Instruction <input type="checkbox"/> Debates <input checked="" type="checkbox"/> Role Playing Ls. 1 <input type="checkbox"/> Panels <input checked="" type="checkbox"/> Brainstorming Ls. 3 <input type="checkbox"/> Peer Partner Learning	

<input type="checkbox"/> Drill & Practice <input type="checkbox"/> Compare & Contrast <input type="checkbox"/> Didactic Questions <input type="checkbox"/> Demonstrations <input checked="" type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking Ls. 2	<input type="checkbox"/> Writing to Inform <input type="checkbox"/> Concept Formation <input type="checkbox"/> Concept Mapping <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure	<input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input checked="" type="checkbox"/> Role-playing Ls. 1 <input type="checkbox"/> Model Building <input type="checkbox"/> Surveys	<input type="checkbox"/> Reports <input checked="" type="checkbox"/> Learning Activity Ls. 2 Packages <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input type="checkbox"/> Homework <input type="checkbox"/> Research Projects <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers	<input checked="" type="checkbox"/> Discussion Ls. 2 <input type="checkbox"/> Laboratory Groups <input type="checkbox"/> Think, Pair, Share <input type="checkbox"/> Cooperative Learning <input type="checkbox"/> Jigsaw <input checked="" type="checkbox"/> Problem Solving Ls. 3 <input type="checkbox"/> Structured Controversy <input type="checkbox"/> Tutorial Groups <input type="checkbox"/> Interviewing <input type="checkbox"/> Conferencing
<p>UNIT RESOURCES: (include internet addresses for linking)</p> <p>Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/</p> <p>ASCA National Standards for Students (ASCA), accessed June 11, 2013, from http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf</p>				

Unit #1 Title: What Are Safe And Healthy Choices, And How Do I Keep Myself Safe?	Grade Level: 2
Number of Lessons in Unit: 2	
Time Required for each lesson: 30-40 minutes each	
Best time of year to implement this Unit: anytime	
Lesson Titles:	
Lesson 1: STAR Deputies	
Materials/Special Preparations Required:	
<i>STAR Badge</i> for instructor	
<i>STAR Badge</i> for each student	
<i>STAR Model of Problem Solving</i> worksheet for each student	
Dry erase board, smart board, chart paper, other	
Markers	
Pencils	
Drawing materials	
Scissors	
Lesson 2: STAR Deputies, Unite!	
Materials/Special Preparations Required:	
<i>STAR Model of Problem Solving</i> (one copy per group OR one per student)	
<i>Safety Situations</i> worksheet (cut into strips)	
Missouri Comprehensive Guidance and Counseling Big Idea:	
PS.3: Applying personal safety skills and coping strategies.	
Grade Level Expectations (GLEs):	
PS.3.A.02: Practice the steps of problem solving and decisions making for personal safety. (DOK Level - 3)	
PS.3.B.02: Apply personal safety strategies as they relate to different situations. (DOK Level - 4)	
American School Counselor Association (ASCA) National Standard:	
Personal/Social Development	
C: Students will understand safety and survival skills.	

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas 7. Evaluate the accuracy of information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 8. Organize data, information, and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 10. Apply acquired information, ideas, and skills to different contexts as students,
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	workers, citizens, and consumers
X	<p>Goal 2: Communicate effectively within and beyond the classroom</p> <ol style="list-style-type: none"> 1. Plan and make written, oral, and visual presentations for a variety of purposes and audiences 3. Exchange information, questions, and ideas while recognizing the perspectives of others
X	<p>Goal 3: Recognize and solve problems</p> <ol style="list-style-type: none"> 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one’s own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems 6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits, and other consequences of proposed solutions
X	<p>Goal 4: Make decisions and act as responsible members of society</p> <ol style="list-style-type: none"> 6. Identify tasks that require a coordinated effort and work with others to complete those tasks 7. Identify and apply practices that preserve and enhance the safety and health of self and others

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	Specific Skill(s)
X	Communication Arts	<ol style="list-style-type: none"> 1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) 6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
	Social Studies	
	Science	
X	Health/Physical Education	<ol style="list-style-type: none"> 2. Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) 5. Methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol, and other drug use)
	Fine Arts	

Unit Essential Questions:

How do our responses affect future events?
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Unit Measurable Learning Objectives:

The student will work within a group to solve one problem from a scenario using the STAR Model.

The student will participate in a group skit demonstrating all four steps of the STAR process appropriately.

Unit Instructional Strategies/Instructional Activities:

- Direct (Guided & Shared-Reading, Listening, Viewing, Thinking)
- Indirect (Problem Solving; Reflective Discussion; Concept Formation; Concept Mapping)
- Experiential (Simulations; Role-playing)
- Independent Study
- Interactive Instruction (Discussion; Cooperative Learning; Structured Controversy)

Unit Summative Assessment (acceptable evidence):

Summative assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.

Students will work in groups and present a skit on how to solve a variety of safety situations. Students will demonstrate how our reactions affect future events.

Brief Summary of Unit:

In lesson one; students will review the STAR model of problem solving and work together to solve safety problems. During lesson two, the students will role-play/perform a skit showing how they would solve safety problems based on a variety of situations.

Student Prior Knowledge: What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?

Students will review the STAR method to solving problems.

Students will need basic knowledge of how to work together in groups.

<p>Unit #1 Title: What Are Safe And Healthy Life Choices And How Do I Keep Myself Safe?</p> <p>Lesson Title: STAR Deputies Lesson 1 of 2</p> <p>Grade Level: 2</p> <p>Length of Lesson: 30-40 minutes</p> <p>Missouri Comprehensive Guidance and Counseling Big Idea: PS.3: Applying personal safety skills and coping strategies.</p> <p>Grade Level Expectations (GLEs): PS.3.A.02: Practice the steps of problem solving and decisions making for personal safety. PS.3.B.02: Apply personal safety strategies as they relate to different situations.</p> <p>American School Counselor Association National (ASCA) Standard: Personal and Social Development C: Students will understand safety and survival skills.</p>

Materials (include activity sheets and/ or supporting resources)

<p>STAR badge for instructor Copies of worksheet, <i>STAR Model of Problem-Solving</i>, for each student Copies of STAR badge for each student Dry erase board, Smartboard, chart paper, other Markers, pencils, drawing materials, scissors</p>
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Show Me Standards: Performance Goals (check one or more that apply)

X	<p>Goal 1: Gather, analyze and apply information and ideas</p> <p>7. Evaluate the accuracy of information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation</p> <p>10. Apply acquired information, ideas, and skills to different contexts as students, workers, citizens, and consumers</p>
X	<p>Goal 2: Communicate effectively within and beyond the classroom</p> <p>3. Exchange information, questions, and ideas while recognizing the perspectives of others</p>
X	<p>Goal 3: Recognize and solve problems</p> <p>1. Identify problems and define their scope and elements</p> <p>2. Develop and apply strategies based on ways others have prevented or solved problems</p> <p>3. Develop and apply strategies based on one’s own experience in preventing or solving problems</p> <p>4. Evaluate the processes used in recognizing and solving problems</p> <p>6. Examine problems and proposed solutions from multiple perspectives</p> <p>7. Evaluate the extent to which a strategy addresses the problem</p> <p>8. Assess costs, benefits, and other consequences of proposed solutions</p>
X	<p>Goal 4: Make decisions and act as responsible members of society</p> <p>7. Identify and apply practices that preserve and enhance the safety and health of self and</p>

	others
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This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)
Mathematics	
Social Studies	
Science	
X Health/Physical Education	2. Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)
Fine Arts	

Enduring Life Skill(s)

	Perseverance		Integrity	X	Problem Solving
X	Courage		Compassion		Tolerance
	Respect		Goal Setting	X	Responsibility

Lesson Measurable Learning Objectives:

The student will work within a group to solve one problem from a scenario using the STAR Model.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
The student will work within a group to solve one problem from a scenario using the STAR Model.

Lesson Preparation

Essential Questions: Why do we have problems?

Engagement (Hook): Walk in with a STAR badge on saying that you are the STAR sheriff on problem solving and you need some STAR deputies to make sure people make safe choices.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. Tell students they need to be trained as STAR deputies. Review the <i>STAR Model of Problem Solving</i> worksheet. Use an example such as “What would you do if an older kid told you he would beat you up if you didn’t give him your lunch money?” to practice using the STAR model.	1. Students answer questions on the Smartboard (or other visual aid)/worksheet.
2. “Now, you are going to practice with a group of deputies.” Hand out STAR worksheet.	2. Students get into small groups and each has a different colored marker and a STAR problem solving worksheet.
3. “You are out on the playground and someone gets a cut on his head and is bleeding. What do you do, deputies? Fill in the blanks.”	3. Each student contributes to answer the questions.
4. Facilitate a discussion of the playground scenario and methods used to implement the STAR model.	4. Students contribute their answers to the questions.
5. “You have gained your STAR deputy badges.” Hand out badge patterns. Allow students to color and cut out their badges.	5. Students color and cut out STAR deputy badges.
6. “Next week, we will role-play solving problems. Are there any questions before we move on?”	6. Students ask appropriate questions.

Teacher Follow-Up Activities

Remind students to use the problem-solving model when they are faced with an unsafe situation.

Counselor reflection notes (completed after the lesson)

STAR Model of Problem Solving



Stop

What is the problem?



Think

What are some choices?

What might happen with these choices?



Act

Decide and take action

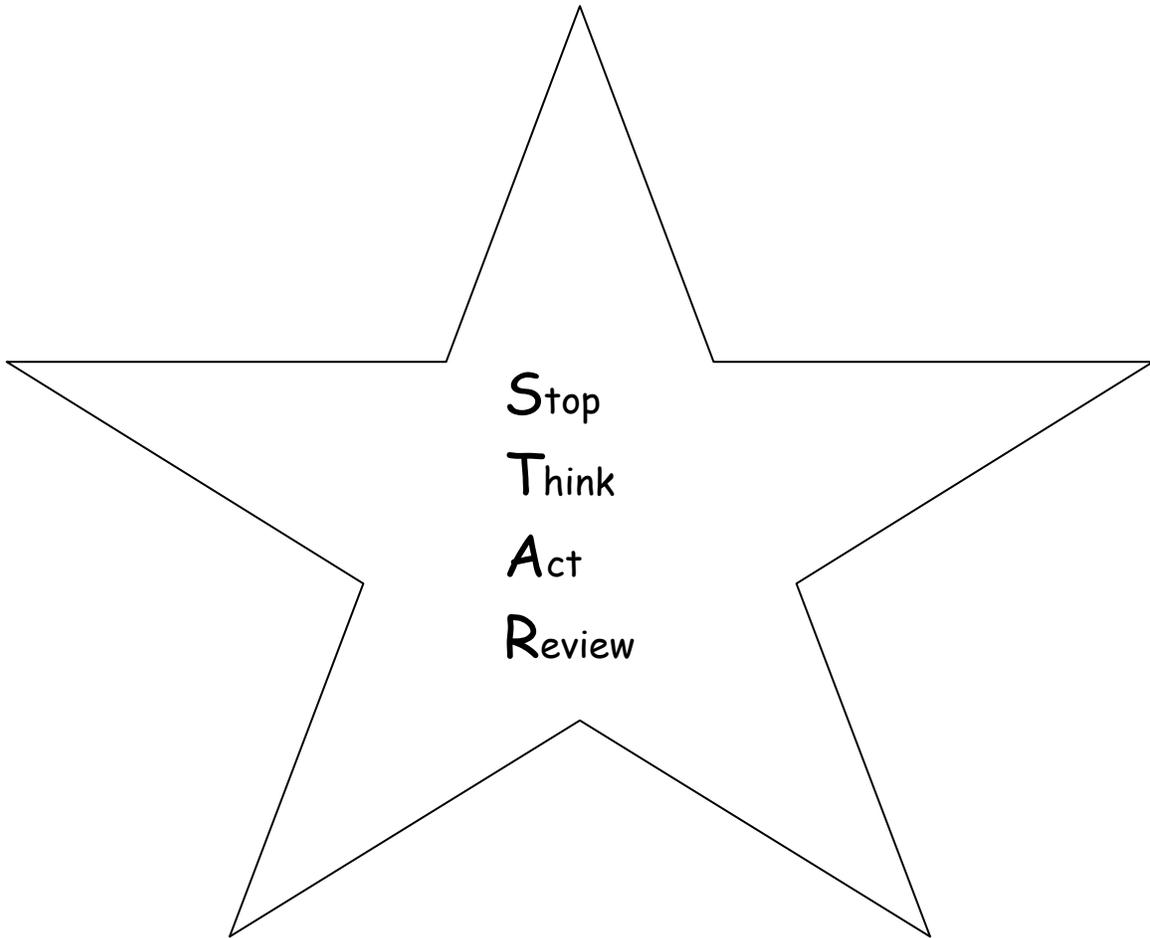


Review

How did it work?

Do I need to try again?

STAR Badge



<p>Unit #1 Title: What Are Safe And Healthy Life Choices And How Do I Keep Myself Safe?</p> <p>Lesson Title: STAR Deputies, Unite! Lesson 2 of 2</p> <p>Grade Level: 2</p> <p>Length of Lesson: 30-40 minutes</p> <p>Missouri Comprehensive Guidance and Counseling Big Idea: PS.3: Applying personal safety skills and coping strategies.</p> <p>Grade Level Expectations (GLEs): PS.3.A.02: Practice the steps of problem solving and decisions making for personal safety. PS.2.B.02: Apply personal safety strategies as they relate to different situations.</p> <p>American School Counselor Association (ASCA) National Standard: Personal and Social Development C: Students will understand safety and survival skills.</p>

Materials (include activity sheets and/ or supporting resources)

<p><i>STAR Model of Problem-Solving</i> (one copy per group <u>or</u> one copy per student) <i>Safety Situations</i> worksheet (cut into strips)</p>
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Show Me Standards: Performance Goals (check one or more that apply)

X	<p>Goal 1: Gather, analyze and apply information and ideas</p> <p>8. Organize data, information, and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation</p> <p>10. Apply acquired information, ideas, and skills to different contexts as students, workers, citizens, and consumers</p>
X	<p>Goal 2: Communicate effectively within and beyond the classroom</p> <p>1. Plan and make written, oral, and visual presentations for a variety of purposes and audiences</p>
X	<p>Goal 3: Recognize and solve problems</p> <p>1. Identify problems and define their scope and elements</p> <p>2. Develop and apply strategies based on ways others have prevented or solved problems</p> <p>3. Develop and apply strategies based on one’s own experience in preventing or solving problems</p> <p>4. Evaluate the processes used in recognizing and solving problems</p> <p>6. Examine problems and proposed solutions from multiple perspectives</p> <p>7. Evaluate the extent to which a strategy addresses the problem</p> <p>8. Assess costs, benefits, and other consequences of proposed solutions</p>
X	<p>Goal 4: Make decisions and act as responsible members of society</p> <p>6. Identify tasks that require a coordinated effort and work with others to complete those tasks</p> <p>7. Identify and apply practices that preserve and enhance the safety and health of self and others</p>

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 6. Participating in formal and informal presentations and discussions of issues and ideas
Mathematics	
Social Studies	
Science	
X Health/Physical Education	5. Methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol, and other drug use)
Fine Arts	

Enduring Life Skill(s)

	Perseverance		Integrity	X	Problem Solving
X	Courage		Compassion	X	Tolerance
X	Respect		Goal Setting	X	Responsibility

Lesson Measurable Learning Objectives:

The student will participate in a group skit demonstrating all four steps the STAR process appropriately.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students participate in the performance activity by presenting their skits.

Lesson Preparation

Essential Questions: Why is it important to know how to solve a problem?

Engagement (Hook): “Who earned their STAR deputy badge last week? I need you to unite and solve some situations.”

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. After introducing lesson with hook, divide students into small groups and give each group a safety situation and a <i>STAR Model of Problem-Solving</i> worksheet.	1. Students get into groups and read their safety situation.
2. Tell the students that their mission is to solve this safety problem using the STAR model and	2. Groups say, “STAR deputies, unite!”

<p>act it out with their group. “Are you up to the task?” “If you are say, ‘STAR deputies, unite!’”</p> <p>3. Counselor checks on each group’s progress, giving them a timeline to wrap things up.</p> <p>4. Once groups seem to be finished with their work, allow each to present their skit.</p> <p>5. At the end, thank them for their work. Say, “STAR deputies unite!”</p>	<p>3. Groups work together to develop a skit about their safety situation using the STAR problem-solving model.</p> <p>4. Each group presents their skit as the others watch.</p> <p>5. Students say, “STAR deputies unite!”</p>
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Teacher Follow-Up Activities

Remind students to use the problem-solving model when they are faced with situations.

Counselor reflection notes (completed after the lesson)

STAR Model of Problem Solving



Stop

What is the problem?



Think

What are some choices?

What might happen with these choices?



Act

Decide and take action



Review

How did it work?

Do I need to try again?

Safety Situations

1. You are at home. Your mom is in the shower, and your dad is at work. Someone knocks at the door and says she is delivering a package. What do you do?
2. You and a friend are walking down the street. A car driving by slows down. The driver asks if you have seen a black and white dog. What do you do?
3. A group of friends get together. One person brings a pack of cigarettes. Your friends start to smoke and ask you to join in. What do you do?
4. You are in the bathroom at school. An older kid starts picking on a younger kid, saying that he is going to hurt him. What do you do?
5. You are on the playground. Another kid is climbing over the fence to get a ball that is rolling close to the street. What do you do?
6. Some kids on the bus are drinking something that smells funny. They seem to be having a good time, and ask if you want some. What do you do?

COURSE INTRODUCTION:**Personal/Social Development**

The units in Personal/Social Development are designed to assist students in developing the knowledge and skills to be productive and respectful citizens in a global society. The units focus on self-understanding, diversity, respect, and personal social and safety skills. The three major areas covered in Personal/Social Development are:

Understanding self as an individual and as a member of diverse local and global communities.

Major Points: The content of this area is designed to help students in grades K-12 know and understand themselves and their roles as contributing members of society. Emphasis is placed on personal characteristics and the roles and responsibilities of each individual. Students will gain knowledge that leads to the recognition and understanding of the interrelationship of thoughts, feelings and actions in students' daily lives. Learning includes knowledge that contributes to an understanding of the importance of each person in his or her extended (global) as well as immediate community (e.g. family, classroom, school, city or town) and each person's role and inter-relatedness with all other people of the world.

Interacting with others in ways that respect individual and group differences.

Major Points: This area focuses on helping students in grades K-12 know, understand and respect others in order to develop and maintain quality relationships. The learning includes developing an understanding of the similarities and differences of others and ways these similarities and differences contribute to working together in our diverse world. Students will learn about their roles in advocating for respect for all human beings.

Applying personal safety skills and coping strategies.

Major Points: Physical and psychological safety and healthy personal coping skills are emphasized in the content this area. The learning is based on the premise that young people are vulnerable. They are vulnerable to the pressure of peers to engage in unhealthy behaviors. They are vulnerable to harassment, sexual abuse or physical abuse. In addition, they are vulnerable to expected and unexpected life events (e.g. a new sibling or the death of a parent). In each situation, external influences interact with individual factors as the young person makes decisions and choices about how to respond. The emphasis is on developing within each student the ability to advocate for self. The knowledge and skills include the ability to recognize the warning signs of external and internal threats to the personal safety of self and others. Students will learn a variety of methods for seeking help when an external threat to health or safety exists, when an internal conflict threatens his or her well-being (e.g. suicidal thoughts) or when a life situation requires a new way of coping. Learning includes how to respond to personal concerns as well as the needs of peers.

<p>UNIT DESCRIPTION: What Are Safe and Healthy Choices, and How Do I Keep Myself Safe?</p> <p>In lesson one, students will review the STAR model of problem solving and work together to solve safety problems. During lesson two, the students will role-play/perform a skit showing how they would solve safety problems based on a variety of situations.</p>		<p>SUGGESTED UNIT TIMELINE: 2 Lessons CLASS PERIOD (min.): 30 – 40 minutes each</p>				
<p>ESSENTIAL QUESTIONS: 1. How do our responses affect future events?</p>						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will work within a group to solve one problem from a scenario using the STAR Model.		PS.3.A.02: Practice the steps of problem solving and decisions making for personal safety. PS.3.B.02: Apply personal safety strategies as they relate to different situations.			P/SD C. Students will understand safety and survival skills.	Level 3
2. The student will participate in a group skit demonstrating all four steps the STAR process appropriately.		PS.3.A.02			P/SD C	Level 4
<p>ASSESSMENT DESCRIPTIONS: Students will work in groups and present a skit on how to solve a variety of safety situations.</p>						

Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)				
	<input type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <input checked="" type="checkbox"/> Experiential <input type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction				
1 2	See Lessons: Lesson # 1: STAR Deputies Lesson # 2: STAR Deputies, Unite!				
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)				
1 2	See Lessons: Lesson # 1: STAR Deputies Lesson # 2: STAR Deputies, Unite!				
	Direct: Structured Overview Lecture Explicit Teaching Drill & Practice Compare & Contrast Socratic Questions Demonstrations Guided & Shared - reading, listening, viewing, thinking (Ls. 2)	Indirect: <input checked="" type="checkbox"/> Problem Solving (Ls. 1, 2) <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input checked="" type="checkbox"/> Reflective Discussion (Ls. 2) <input type="checkbox"/> Writing to Inform <input checked="" type="checkbox"/> Concept Formation (Ls. 2) <input checked="" type="checkbox"/> Concept Mapping (Ls. 2) <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure	Experiential: <input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input checked="" type="checkbox"/> Simulations (Ls. 1) <input type="checkbox"/> Games <input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input checked="" type="checkbox"/> Role-playing (Ls. 2) <input type="checkbox"/> Model Building <input type="checkbox"/> Surveys	Independent Study <input type="checkbox"/> Essays <input type="checkbox"/> Computer Assisted Instruction <input type="checkbox"/> Journals <input type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input type="checkbox"/> Learning Activity Packages <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input type="checkbox"/> Homework <input type="checkbox"/> Research Projects <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers	Interactive Instruction <input type="checkbox"/> Debates <input type="checkbox"/> Role Playing <input type="checkbox"/> Panels <input type="checkbox"/> Brainstorming <input type="checkbox"/> Peer Partner Learning <input checked="" type="checkbox"/> Discussion (Ls. 1) <input type="checkbox"/> Laboratory Groups <input type="checkbox"/> Think, Pair, Share <input checked="" type="checkbox"/> Cooperative Learning (Ls. 1, 2) <input type="checkbox"/> Jigsaw <input type="checkbox"/> Problem Solving <input checked="" type="checkbox"/> Structured Controversy (Ls. 1, 2) <input type="checkbox"/> Tutorial Groups <input type="checkbox"/> Interviewing <input type="checkbox"/> Conferencing
UNIT RESOURCES: (include internet addresses for linking)					
Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/					
ASCA National Standards for Students (ASCA), accessed June 11, 2013, from http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf					

Grade Level/Course Title: Gr 2 / PS3- Gr2 -Unit1

Course Code: Personal/Social Development

Unit #2 Title: How does one cope with life-changing events?	Grade Level: 2
Number of Lessons in Unit: 2	Time Required for each lesson: 30 minutes each
Best time of year to implement this Unit: Anytime	
Lesson Titles:	
Lesson 1: Stressed Out Sally	
Materials/Special Preparations Required	
Story- " <i>Stressed Out Sally</i> "-one for each student	
Blank paper	
Pencils	
Markers or highlighters	
Lesson 2: Sally's Super Day	
Materials/Special Preparations Required	
Story- " <i>Sally's Super Day</i> "-one for each student	
Chart paper	
Markers	
Missouri Comprehensive Guidance and Counseling Big Idea:	
PS.3: Applying personal safety skills and coping strategies	
Grade Level Expectation (GLE):	
PS.3.C.02: Recognize the effects of life changes or events related to self and others. (DOK Level - 1)	
American School Counselor Association (ASCA) National Standard:	
Personal/Social Development	
C: Students will understand safety and survival skills	

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas and structures 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
X	Goal 2: Communicate effectively within and beyond the classroom 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions and ideas while recognizing the perspectives of others 6. Apply communication techniques to the job search and to the workplace
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems

	<p>4. Evaluate the processes used in recognizing and solving problems</p> <p>6. Examine problems and proposed solutions from multiple perspectives</p> <p>7. Evaluate the extent to which a strategy addresses the problem</p> <p>8. Assess costs, benefits and other consequences of proposed solutions</p>
X	<p>Goal 4: Make decisions and act as responsible members of society</p> <p>3. Analyze the duties and responsibilities of individuals in societies</p> <p>4. Recognize and practice honesty and integrity in academic work and in the workplace</p> <p>7. Identify and apply practices that preserve and enhance the safety and health of self and others</p>

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	<p>5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)</p> <p>6. Participating in formal and informal presentations and discussions of issues and ideas</p>
	Mathematics	
	Social Studies	
	Science	
X	Health/Physical Education	<p>2. Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)</p> <p>7. Responses to emergency situations</p>
	Fine Arts	

Unit Essential Questions:

Why does life change? What if everything always stayed the same?
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Unit Measurable Learning Objectives:

The student will identify at least one problem-solving suggestion for a provided scenario. Using Think-Pair-Share, the student will demonstrate the ability to empathize.

Unit Instructional Strategies/Instructional Activities:

<input checked="" type="checkbox"/> Direct (Didactic Questions; Guided and Shared-Reading, Listening, Viewing, Thinking)
<input checked="" type="checkbox"/> Indirect (Reflective Discussion)
<input checked="" type="checkbox"/> Experiential (Storytelling)
<input type="checkbox"/> Independent Study
<input checked="" type="checkbox"/> Interactive Instruction (Brainstorming; Discussion; Think, Pair, Share)

Unit Summative Assessment (acceptable evidence):

Summative assessment relates to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.

Students examine and produce examples of what is—and what is not—in their control.

Students will practice showing empathy when others are facing life-changing events.

Brief Summary of Unit:

In lesson 1, students examine a fictitious story about someone who has had a bad day because of her choices. Students are given the opportunity to see how she can change the outcome of her day by changing her behaviors, choices and what is and is not in her control. During lesson two, students will learn about life-changing events that are out of their control and practice empathizing with others based on those events.

What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?

Students should exhibit an understanding of responsibility and ability to listen to others.

<p>Unit 2 Title: How does one cope with life-changing events?</p> <p>Lesson Title: Stressed Out Sally Lesson: 1 of 2</p> <p>Grade Level: 2</p> <p>Length of Lesson: 30 minutes</p> <p>Missouri Comprehensive Guidance and Counseling Big Idea: PS.3: Applying personal safety skills and coping skills</p> <p>Grade Level Expectation (GLE): PS.3.C.02: Recognize the effects of life changes or events related to self and others.</p> <p>American School Counselor Association (ASCA) National Standard: Personal/Social Development C: Students will understand safety and survival skills</p>
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Materials (include activity sheets and/ or supporting resources)

<p>Story – “<i>Stressed Out Sally</i>” – One copy for each student Blank paper, pencils and markers or highlighters</p>

Show Me Standards: Performance Goals (check one or more that apply)

X	<p>Goal 1: Gather, analyze and apply information and ideas</p> <p>6. Discover and evaluate patterns and relationships in information, ideas and structures</p> <p>10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers</p>
X	<p>Goal 2: Communicate effectively within and beyond the classroom</p> <p>2. Review and revise communications to improve accuracy and clarity</p> <p>3. Exchange information, questions and ideas while recognizing the perspectives of others</p> <p>6. Apply communication techniques to the job search and to the workplace</p>
X	<p>Goal 3: Recognize and solve problems</p> <p>1. Identify problems and define their scope and elements</p> <p>2. Develop and apply strategies based on ways others have prevented or solved problems</p> <p>3. Develop and apply strategies based on one’s own experience in preventing or solving problems</p> <p>4. Evaluate the processes used in recognizing and solving problems</p> <p>6. Examine problems and proposed solutions from multiple perspectives</p> <p>7. Evaluate the extent to which a strategy addresses the problem</p> <p>8. Assess costs, benefits and other consequences of proposed solutions</p>
X	<p>Goal 4: Make decisions and act as responsible members of society</p> <p>3. Analyze the duties and responsibilities of individuals in societies</p> <p>4. Recognize and practice honesty and integrity in academic work and in the workplace</p> <p>7. Identify and apply practices that preserve and enhance the safety and health of self and others</p>

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions) 6. Participating in formal and informal presentations and discussions of issues and ideas
Mathematics	
Social Studies	
Science	
X Health/Physical Education	2. Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)
Fine Arts	

Enduring Life Skill(s)

	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion	X	Tolerance
X	Respect		Goal Setting	X	Responsibility

Lesson Measurable Learning Objectives:

The student will identify at least one problem-solving suggestion for a provided scenario.

Lesson Formative Assessment (acceptable evidence):

Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLEs). Assessment can be question answer, performance activity, etc.

Students will respond to questions about the story of “*Stressed Out Sally*”.

Lesson Preparation

Essential Questions:
Why does life change? What if everything always stayed the same?

Engagement (Hook):
Sally is having a bad day. She needs your help so tomorrow goes better.
Read “*Stressed Out Sally*” to the students.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities;
1. After reading story, ask students what problems Sally had.	1. Students will supply answers.

<p>2. “Which ones were in her control?” Give each student a copy of “<i>Stressed Out Sally</i>” story and have students underline what Sally was in control of, using markers or highlighters.</p> <p>3. Discuss responsibility and taking responsibility for your actions.</p> <p>4. Discuss proper communication, talking about feelings, anger management techniques, conflict resolution, etc.</p> <p>5. Say to the students, “Let’s go back to “<i>Stressed out Sally</i>” and rewrite her day so tomorrow will go better.”</p>	<p>2. Students will underline things Sally could control.</p> <p>3. Students contribute to discussion.</p> <p>4. Students contribute to discussion.</p> <p>5. Students will help rewrite “<i>Stressed Out Sally</i>” by supplying suggestions to help her day go better.</p>
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Teacher Follow-Up Activities

Teachers may question students when they are upset:
 “Is it in your control?” “What can you do about it?” “How can you cope?”

Counselor reflection notes (completed after the lesson)

Stressed Out Sally

Written by Jennifer Boyer

Sally got up late this morning because she forgot to set her alarm clock. She yelled at her mom for not getting her up on time. Since she got up so late, she was not able to eat breakfast before having to get to school. On her way out the door running to the bus, she forgot her homework on the table. Because of this, she had to stay in at recess to finish her homework. When her friend came in from recess, she was angry with Sally because Sally was not outside to play with her. They got into a fight and didn't speak the rest of the day. During lunch, Sally spilled her milk all over herself, got angry, and threw her tray on the floor. When she lined up to go back to class, the boy behind her accidentally bumped into her. Sally got so angry that she punched him in the stomach. A teacher saw this and sent her to the principal's office. Sally was given a detention for fighting. By the time Sally got home, she was very angry. She saw her brother playing with her favorite game and yanked it away and yelled at him. Her father grounded her for a week because of her behavior. At dinner, the family was having meatloaf, and Sally hated meatloaf. She told her mom she hated her for fixing the meatloaf. After dinner, she was sent to her room to finish her homework and think about her day. She had a lot of homework, but did not do it all. She decided to go to bed early.

Unit #2 Title: How does one cope with life-changing events?	
Lesson Title: Sally’s Super Day	Lesson: 2 of 2
Grade Level: 2	
Length of Lesson: 30 minutes	
Missouri Comprehensive Guidance and Counseling Big Idea: PS.3: Applying personal safety skills and coping skills	
Grade Level Expectation (GLE): PS.3.C.02: Recognize the effects of life changes or events related to self and others.	
American School Counselor Association (ASCA) National Standard: Personal/Social Development C: Students will understand safety and survival skills	

Materials (include activity sheets and/ or supporting resources)

Story – “Sally’s Super Day” (one copy for each student)
Chart paper, markers

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas and structures
X	Goal 2: Communicate effectively within and beyond the classroom 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions and ideas while recognizing the perspectives of others
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one’s own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems 6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits and other consequences of proposed solutions
X	Goal 4: Make decisions and act as responsible members of society 7. Identify and apply practices that preserve and enhance the safety and health of self and others

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	Specific Skill(s)
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	

	Social Studies	
	Science	
X	Health/Physical Education	2. Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management) 7. Responses to emergency situations
	Fine Arts	

Enduring Life Skill(s)

	Perseverance		Integrity	X	Problem Solving
	Courage	X	Compassion	X	Tolerance
X	Respect		Goal Setting	X	Responsibility

Lesson Measurable Learning Objectives:

Using Think-Pair-Share, the student will demonstrate the ability to empathize.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Observe student ability to empathize with others during the activity.

Lesson Preparation

Essential Questions:
How do you cope with life-changing events?
How can you help others in need of support for life-changing events?

Engagement (Hook):
Remember Sally? Your suggestions helped! Here is how her day went yesterday.
Read “*Sally’s Super Day*”.

Procedures

<p>Instructor Procedures/Instructional Strategies:</p> <ol style="list-style-type: none"> “Remember Sally, the girl who was having the stressed out day? Your suggestions helped! Here is a description of how her day went yesterday.” Read “<i>Sally’s Super Day</i>”. The story is included at the end of the lesson. Make a chart with two columns. Label one “in control” and label the other one “not in control.” Ask students which things Sally is in control of, and which things she is not in control of. List them on the chart in the 	<p>Student Involvement/Instructional Activities:</p> <ol style="list-style-type: none"> Students listen to the story. Students contribute answers.
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<p>appropriate columns. Students can also add other things to the list from their own lives.</p> <p>3. We know her grandmother’s death was not in her control. What can she do to cope?</p> <p>4. Discuss listening skills and putting yourself in another’s shoes (empathy). Ask students, “What could you do to help Sally today?” Make sure answers are appropriate. Help supply answers as needed.</p> <p>5. Have students’ pair up and practice saying empathic words to Sally. Circulate to make sure they are saying helpful things and are on task.</p>	<p>3. Students offer suggestions.</p> <p>4. Students think about good things to do/say, and things that would not be helpful.</p> <p>5. Students practice.</p>
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Teacher Follow-Up Activities

Help students learn to empathize when life-changing events arise.

Counselor reflection notes (completed after the lesson)

Sally's Super Day

Written by: Jennifer Boyer

Sally got up on time and was in a good mood because she had plenty of time to get ready for the day. Her mom was waiting in the kitchen for her with a healthy breakfast. She told her mom, "Good morning," and gave her a big hug. She rode the bus to school and greeted her teacher when she got to the classroom. Since her homework was finished, she got to go outside during recess and play with her best friend. Sally was excited to get to the lunchroom, because they were having tacos, and she liked tacos. She accidentally spilled milk on herself, and asked to go to the restroom to clean up. When lining up, she bumped into the boy in front of her. She said, "Excuse me," but the boy started yelling at her to watch where she was going. He got sent to the principal's office. She went back to the classroom and worked hard to get all her assignments finished so she didn't have any homework. When she got home, she was in a really good mood. Her brother was playing with her favorite game and she joined him. She didn't really like what they were having for dinner, but she ate it politely. After dinner, she helped clean up the kitchen before sitting down to read her library book. As Sally was getting ready to go to bed, the phone rang. It was her aunt, calling to say that her grandmother had died.

What an end to a super day!

What can Sally do now? What would you say to her?

COURSE INTRODUCTION:**Personal/Social Development**

The units in Personal/Social Development are designed to assist students in developing the knowledge and skills to be productive and respectful citizens in a global society. The units focus on self-understanding, diversity, respect, and personal social and safety skills. The three major areas covered in Personal/Social Development are:

Understanding self as an individual and as a member of diverse local and global communities.

Major Points: The content of this area is designed to help students in grades K-12 know and understand themselves and their roles as contributing members of society. Emphasis is placed on personal characteristics and the roles and responsibilities of each individual. Students will gain knowledge that leads to the recognition and understanding of the interrelationship of thoughts, feelings and actions in students' daily lives. Learning includes knowledge that contributes to an understanding of the importance of each person in his or her extended (global) as well as immediate community (e.g. family, classroom, school, city or town) and each person's role and inter-relatedness with all other people of the world.

Interacting with others in ways that respect individual and group differences.

Major Points: This area focuses on helping students in grades K-12 know, understand and respect others in order to develop and maintain quality relationships. The learning includes developing an understanding of the similarities and differences of others and ways these similarities and differences contribute to working together in our diverse world. Students will learn about their roles in advocating for respect for all human beings.

Applying personal safety skills and coping strategies.

Major Points: Physical and psychological safety and healthy personal coping skills are emphasized in the content this area. The learning is based on the premise that young people are vulnerable. They are vulnerable to the pressure of peers to engage in unhealthy behaviors. They are vulnerable to harassment, sexual abuse or physical abuse. In addition, they are vulnerable to expected and unexpected life events (e.g. a new sibling or the death of a parent). In each situation, external influences interact with individual factors as the young person makes decisions and choices about how to respond. The emphasis is on developing within each student the ability to advocate for self. The knowledge and skills include the ability to recognize the warning signs of external and internal threats to the personal safety of self and others. Students will learn a variety of methods for seeking help when an external threat to health or safety exists, when an internal conflict threatens his or her well-being (e.g. suicidal thoughts) or when a life situation requires a new way of coping. Learning includes how to respond to personal concerns as well as the needs of peers.

<p>UNIT DESCRIPTION: How does one cope with life-changing events? In lesson one, students examine a fictitious story about someone who has had a bad day because of her choices. Students are given the opportunity to see how she can change the outcome of her day by changing her behaviors, choices and what is and is not in her control. During lesson two, students will learn about life-changing events that are out of their control and practice empathizing with others based on those events.</p>		<p>SUGGESTED UNIT TIMELINE: 2 Lessons CLASS PERIOD (min.): 30 – 40 minutes each</p>				
<p>ESSENTIAL QUESTIONS: 1. Why does life change? What if everything always stayed the same?</p>						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will identify at least one problem-solving suggestion for a provided scenario.		PS.3.C.02: Recognize the effects of life changes or events related to self and others.			P/SD C. Students will understand safety and survival skills.	Level 1
2. Using Think-Pair-Share, the student will demonstrate the ability to empathize		PS.3.C.02			P/SD C	Level 1
<p>ASSESSMENT DESCRIPTIONS: 1. Students examine and produce examples of what is—and what is not—in their control. 2. Students will practice showing empathy when others are facing life-changing events.</p>						
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)					
	<input checked="" type="checkbox"/> Direct <input type="checkbox"/> Indirect <input checked="" type="checkbox"/> Experiential					

	<input type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction				
1	See Lessons:				
2	Lesson #1: Stressed Out Sally				
	Lesson #2: Sally's Super Day				
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)				
1	See Lessons:				
2	Lesson #1: Stressed Out Sally				
	Lesson #2: Sally's Super Day				
	Direct: <input type="checkbox"/> Structured Overview <input type="checkbox"/> Lecture <input type="checkbox"/> Explicit Teaching <input type="checkbox"/> Drill & Practice <input type="checkbox"/> Compare & Contrast <input checked="" type="checkbox"/> Didactic Questions (Ls. 2) <input type="checkbox"/> Demonstrations <input type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking (Ls. 1, 2)	Indirect: <input type="checkbox"/> Problem Solving <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input checked="" type="checkbox"/> Reflective Discussion (Ls. 1, 2) <input type="checkbox"/> Writing to Inform <input type="checkbox"/> Concept Formation <input type="checkbox"/> Concept Mapping <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure	Experiential: <input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input type="checkbox"/> Simulations <input type="checkbox"/> Games <input checked="" type="checkbox"/> Storytelling (Ls. 1, 2) <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input type="checkbox"/> Role-playing <input type="checkbox"/> Model Building <input type="checkbox"/> Surveys	Independent Study <input type="checkbox"/> Essays <input type="checkbox"/> Computer Assisted Instruction <input type="checkbox"/> Journals <input type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input type="checkbox"/> Learning Activity Packages <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input type="checkbox"/> Homework <input type="checkbox"/> Research Projects <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers	Interactive Instruction <input type="checkbox"/> Debates <input type="checkbox"/> Role Playing <input type="checkbox"/> Panels <input checked="" type="checkbox"/> Brainstorming (Ls. 2) <input type="checkbox"/> Peer Partner Learning <input checked="" type="checkbox"/> Discussion (Ls. 1, 2) <input type="checkbox"/> Laboratory Groups <input checked="" type="checkbox"/> Think, Pair, Share (Ls. 2) <input type="checkbox"/> Cooperative Learning <input type="checkbox"/> Jigsaw <input type="checkbox"/> Problem Solving <input type="checkbox"/> Structured Controversy <input type="checkbox"/> Tutorial Groups <input type="checkbox"/> Interviewing <input type="checkbox"/> Conferencing
UNIT RESOURCES: (include internet addresses for linking)					
Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/					
ASCA National Standards for Students (ASCA), accessed June 11, 2013, from http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf					

Unit #1 Title: Becoming a Self Starter	Grade Level: 2
Number of Lessons in Unit: 2	
Time Required for each lesson: 30 minutes	
Lesson Titles:	
Lesson # 1: <u>I WILL DO IT!</u>	
Materials and Preparation Suggestions:	
Story: “The Not-So Independent Working Classroom” (provided)	
Independent Working Skills Checklist	
Chart Paper	
Lesson # 2: <u>I DID IT!</u>	
Materials and Preparation Suggestions:	
Completed Independent Working Skills Checklist (see lesson 1)	
“Positive Work Habit Name” Sheet	
Missouri Comprehensive Guidance and Counseling Big Idea:	
AD.4: Applying Skills Needed for Educational Achievement	
Grade Level Expectations (GLEs):	
AD.4.A.02:	Demonstrate skills needed to complete classroom tasks independently. (DOK Level -2)
AD.4.B.02:	Build individual work habits and study skills that apply to a variety of learning situations. (DOK Level - 4)
American School Counselor Association (ASCA) National Standard:	
Academic Development	
A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.	

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: Gather, analyze and apply information and ideas 8. Organize data, information, and ideas into useful forms for analysis or presentation. 10. Apply acquired information, ideas, and skills to different contexts as students, workers, citizens, and consumers.
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions, and ideas while recognizing the perspectives of others.
X	Goal 3: Recognize and solve problems 6. Examine problems and proposed solutions from multiple perspectives.
X	Goal 4: Make decisions and act as responsible members of society 5. Develop, monitor, and revise plans of action to meet deadlines and accomplish goals. 4. Recognize and practice honesty and integrity in academic work and in the workplace.

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas.
Mathematics	
X Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
Science	
Health/Physical Education	
Fine Arts	

Unit Essential Questions:

What work/study habits will help you be successful in life?
Why are positive habits important?

Unit Measurable Learning Objectives:

The student will demonstrate abilities to complete classroom tasks independently.
The student will evaluate individual work habits by completing an independent working skills progress report.

Unit Instructional Strategies/Instructional Activities:

Direct (Compare & Contrast)
 Indirect (Reading for Meaning, Reflective Discussion)
 Experiential
 Independent Study (Homework)
 Interactive Instruction (Discussion)

Unit Summative Assessment (acceptable evidence):

**Assessment should relate to the performance outcome for goals, objectives and GLEs.
Assessment can be question answer, performance activity, etc.**

The student will self-assess their level of success on two work habits.

Brief Summary of Unit:

Students will learn the work habits people use while working independently, will self-assess their abilities on two of those work habits, and will develop a plan for strengthening their ability to apply work habits.

What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?

Steps for completing classroom assignments and activities.

Work habits necessary for school success.

Ability to demonstrate skills needed to complete classroom tasks independently.

Ability to develop plans and apply planning ability to build individual work habits and study skills in a variety of learning situations.

<p>Unit #1 Title: Becoming a Self Starter</p> <p>Lesson Title: “I WILL DO IT!” Lesson: 1 of 2</p> <p>Grade Level: 2</p> <p>Length of Lesson: 30-35 min.</p> <p>Missouri Comprehensive Guidance and Counseling Big Idea: AD.4: Applying Skills Needed for Educational Achievement</p> <p>Grade Level Expectations (GLEs): AD.4.A.02: Demonstrate skills needed to complete classroom tasks independently. AD.4.B.02: Build individual work habits and study skills that apply to a variety of learning situations.</p> <p>American School Counselor Association (ASCA) National Standard: Academic Development A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the life span.</p>
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Materials (include activity sheets and/ or supporting resources)

<p>Attached story <i>The Not-So Independent Working Classroom</i> for each student Attached <i>Independent Working Skills Progress Report</i> for each student Chart paper for listing habits</p>

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: Gather, analyze and apply information and ideas 8. Organize data, information, and ideas into useful forms for analysis or presentation 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others
X	Goal 3: Recognize and solve problems 6. Examine problems and proposed solutions from multiple perspectives
X	Goal 4: Make decisions and act as responsible members of society 4. Recognize and practice honesty and integrity in academic work and in the workplace 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)	Specific Skill(s)
X	Communication Arts 6. Participating in formal and informal presentations and discussions of issues and ideas
X	Mathematics

X	Social Studies	6. Relationships of the individual and groups to Institutions and cultural traditions
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
X	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will choose two work habits to practice and demonstrate during the week.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs.
Assessment can be question answer, performance activity, etc.
 The student will be able to identify at least three effective work habits.
 The student will choose two work habits that they personally want to practice for a week. Each day they will self-assess their level of success.

Lesson Preparation

Essential Questions:
 What work/study habits will help you be successful in life?
Engagement (Hook):
 Counselor reads *The Not-So Independent Working Classroom*. (check for understanding of the word “independent”)

Procedures

<p>Instructor Procedures/Instructional Strategies:</p> <ol style="list-style-type: none"> Counselor hands out <i>The Not-So Independent Working Classroom</i> story to each student. The counselor reads the story and prompts the students to read aloud the “Not I” and the “I will try” statements in the story and tells the class that they are going to focus on work habits that help them become more independent workers at home and at school. After reading the story, the counselor tells the class that they are going to focus on work habits that help them become more independent workers at home and at school. 	<p>Student Involvement/Instructional Activities:</p> <ol style="list-style-type: none"> Students receive the handout and quietly look over it. Students will respond “Not I” and “I will try” as the counselor reads the story. Students will listen.
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<p>4. The counselor will ask the class: “What habits might get in the way of working independently?” Circle those words in the story.</p> <p>5. “Now, looking back to the story, what are some habits that help people work well independently?” Underline those habits in the story.</p> <p>6. Counselor gives each student a blank, <i>Independent Working Skills Progress Report</i> chart. Counselor instructs the students to fill out the top row with 2 work habits that they plan to practice this week. Each day, students will self-assess how well he or she applied the skill by either putting a smiling face or a straight face in the box. Charts will be reviewed during the next lesson.</p> <p>7. In closing the counselor says, “Who will be able to complete the chart this week. Students are encouraged to make up their own positive work habit names. The names will be shared in the next lesson.</p>	<p>4. Students generate answers (e.g., interrupting others, talking loudly, giving up when task is difficult). Find the habits in the story that are not helpful. Students circle those words (e.g. talkative, interrupting).</p> <p>5. Students underline the helpful habits in the story.</p> <p>6. Students fill in chosen work habits during the week to practice.</p> <p>7. Students will indicate they will complete the charts and will develop own positive work habit names.</p>
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Teacher Follow-Up Activities

The teacher will have students self assess their work habit progress at the end of each day.

Counselor reflection notes (completed after the lesson)

(NOTE: Counselor should check names ahead of time to make sure that none of his/her current students' names are used in the story.)

The Not-So Independently Working Classroom

There once was a classroom where the teacher wanted the students to complete an assignment independently. "Who will be able to complete this assignment on his or her own?" asked the teacher.

"Not I," said Talkative Timmy.

"Not I," said Bashful Betty.

"Not I," said Wandering Wanda.

"Not I," said Noisy Ned.

"Not I," said Interrupting Ida.

"Not I," said Rude Rhoda.

"Not I," said Angry Al.

"Not I," said Humming Harry.

"Not I," said Mumbling Mary.

"Not I," said Destructive Donnie.

"I will try!" said Independent Irene.

"I will try!" said Listening Larry.

"I will try!" said Focused Fred.

"I will try!" said Prepared Patty.

"I will try!" said Behaving Bonita.

"I will try!" said Hardworking Harriet.

"I will try!" said Conscientious Carla.

"I will try!" said Thinking Thad.

"I will try!" said Responsible Rudy.

"I will try!" said Respectful Ralph.

"I will try!" said Persevering Perry.

The teacher said, "I appreciate all of the students who are willing to try to do the assignment independently. I will help others learn independent work habits so that everyone can be successful at school and at home!"

NAME: _____

**INDEPENDENT WORKING HABITS
PROGRESS REPORT**

Day	Work Habit 1:	Work Habit 2:
1		
2		
3		
4		
5		

Total # of faces = _____

<p>Unit #1 Title: Becoming a Self Starter</p> <p>Lesson Title: “I DID IT!” Lesson: 2 of 2</p> <p>Grade Level: 2</p> <p>Length of Lesson: 30 minutes</p> <p>Missouri Comprehensive Guidance and Counseling Big Idea: AD.4: Applying Skills Needed for Educational Achievement</p> <p>Grade Level Expectations (GLEs): AD.4.A.02: Demonstrate skills needed to complete classroom tasks independently. AD.4.B.02: Build individual work habits and study skills that apply to a variety of learning situations.</p> <p>American School Counselor Association (ASCA) National Standard: Academic Development A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the life span.</p>
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Materials (include activity sheets and/ or supporting resources)

<p><i>Independent Working Skills Progress Report</i> for each student (see lesson 1) <i>Positive Work Habit Name and Picture Activity Sheet</i></p>

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 4. Recognize and practice honesty and integrity in academic work and in the workplace 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	Specific Skill(s)
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
	Health/Physical Education	

	Fine Arts	
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Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will share data collected on his/her selected work habits.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
 The student will identify positive work habits and monitor their application of a positive work habit.

Lesson Preparation

Essential Questions:
 Why are positive habits important?

Engagement (Hook):
 Students write their positive work habit names (Neat Nelly, Working Walter) on the activity sheet. The students can draw a picture of their character on the sheet, write how they feel when they have positive work habits and/or draw a picture of them performing that positive work habit.

Procedures

<p>Instructor Procedures/Instructional Strategies:</p> <ol style="list-style-type: none"> 1. The counselor asks students to tell about the <i>Positive Work Habit Name</i> they selected for themselves; including reason for selection, how habit is demonstrated and how applying the habit helps him or her to do it.) 2. The counselor asks students to get out their completed work habits progress report and discuss their progress since the previous week. 3. In closing the counselor says, “Who was able to complete their positive work habit sheet this week?” 4. Counselor collects positive work habit sheets for review. 	<p>Student Involvement/Instructional Activities:</p> <ol style="list-style-type: none"> 1. Students share their name sheet and picture and provide an explanation for why they selected the name for themselves (Example: My Positive Work Habit Name is: Organized Annie. I put things where they belong and I keep my desk clean. 2. Students share their self-assessment of how well they felt they practiced the selected skills throughout the week. 3. Students respond, “I did it!” 4. Students turn in positive work habit sheets.
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Teacher Follow-Up Activities

The teacher will review the charts of the students' progress. The teacher may chose to refer some students to the counselor for small group on individual work if they are having difficulties with positive work habits.

Counselor reflection notes (completed after the lesson)

This sheet should be completed the previous week before this lesson.

NAME: _____

**INDEPENDENT WORKING HABITS
PROGRESS REPORT**

Day	Work Habit 1:	Work Habit 2:
1		
2		
3		
4		
5		

Total # of faces = _____

My Positive Work Habit Name:

My picture...

When I use positive work habits, I feel _____.

Academic Development

The units in Academic Development are designed to assist students K-12 in developing the academic skills necessary to be successful in the classroom and in life. The three major areas covered in Academic Development are:

Applying skills needed for educational achievement.

Major Points: The emphasis in this area is developing academic self efficacy. This includes instilling the belief that every individual can set and attain academic goals. Self-management, study and test taking skills are systematically and intentionally taught to every K-12 student. Sources of help are available for students; they are taught to recognize the need for academic assistance and where and how to get help.

Applying the skills of transitioning between educational levels.

Major Points: The learning within this area includes helping K-12 students acquire the information necessary to make smooth transitions from grade to grade and setting to setting (e.g. elementary school to middle school; school to post-secondary options). Understanding expectations of teachers and requirements of subject areas are examples of information that will help students understand the changes required by transitions.

Developing and monitoring personal educational plans.

Major Points: The Missouri School Improvement Program requires all students to have individual educational and career plans that are initiated no later than 8th grade. This area places emphasis on the knowledge, understanding and skills K-12 students need in order to develop a meaningful educational plan. Specific tasks include: learning to set goals; developing a plan to reach goals; knowing where to go for information/assistance; reviewing and modifying plans.

ASSESSMENT DESCRIPTIONS*:					
The student will self-assess their level of success on two work habits.					
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)				
	<input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <input type="checkbox"/> Experiential <input checked="" type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction				
1 2	See Lessons: Lesson # 1: I WILL DO IT! Lesson # 2: I DID IT!				
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)				
1 2	See Lessons: Lesson # 1: I WILL DO IT! Lesson # 2: I DID IT!				
	Direct: <input type="checkbox"/> Structured Overview <input type="checkbox"/> Lecture <input type="checkbox"/> Explicit Teaching <input type="checkbox"/> Drill & Practice <input checked="" type="checkbox"/> Compare & Contrast (Ls. 1) <input type="checkbox"/> Didactic Questions <input type="checkbox"/> Demonstrations <input type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking	Indirect: <input type="checkbox"/> Problem Solving <input type="checkbox"/> Case Studies <input checked="" type="checkbox"/> Reading for Meaning (Ls. 1) <input type="checkbox"/> Inquiry <input checked="" type="checkbox"/> Reflective Discussion (Ls. 2) <input type="checkbox"/> Writing to Inform <input type="checkbox"/> Concept Formation <input type="checkbox"/> Concept Mapping <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure	Experiential: <input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input type="checkbox"/> Simulations <input type="checkbox"/> Games <input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input type="checkbox"/> Role-playing <input type="checkbox"/> Model Building <input type="checkbox"/> Surveys	Independent Study <input type="checkbox"/> Essays <input type="checkbox"/> Computer Assisted Instruction <input type="checkbox"/> Journals <input type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input type="checkbox"/> Learning Activity Packages <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input checked="" type="checkbox"/> Homework (Ls. 1) <input type="checkbox"/> Research Projects <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers	Interactive Instruction <input type="checkbox"/> Debates <input type="checkbox"/> Role Playing <input type="checkbox"/> Panels <input type="checkbox"/> Brainstorming <input type="checkbox"/> Peer Partner Learning <input checked="" type="checkbox"/> Discussion (Ls. 1) <input type="checkbox"/> Laboratory Groups <input type="checkbox"/> Think, Pair, Share <input type="checkbox"/> Cooperative Learning <input type="checkbox"/> Jigsaw <input type="checkbox"/> Problem Solving <input type="checkbox"/> Structured Controversy <input type="checkbox"/> Tutorial Groups <input type="checkbox"/> Interviewing <input type="checkbox"/> Conferencing

UNIT RESOURCES:

Common Core State Standards (CCSS), accessed May 17, 2013, from <http://www.corestandards.org/>

ASCA National Standards for Students (ASCA), accessed June 11, 2013, from
http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf

Unit #1 Title: Great Expectations!	Grade Level: 2
Number of Lessons in Unit: 2	
Time Required for each lesson: 30 minutes	
Best time of year to implement this Unit: 1 st Quarter	
Lesson Titles:	
Lesson #1: 2 nd Grade Great Expectations	
Materials/Special Preparations Required	
2 nd Grade Expectations Game Cards (cards will need to be cut apart before the lesson)	
Paper, pencils, and crayons for each student.	
Chart paper and markers, dry erase boards and dry erase markers, or chalk and chalkboards.	
Lesson # 2: I am Proud To Be a 2 nd Grader	
Materials/Special Preparations Required	
Paper, pencils, and crayons for each student.	
Smart Board, Chart paper/Markers, Dry-erase Boards/Markers.	
Student Activity Sheet “I’m Proud To Be a 2 nd Grader”	
Missouri Comprehensive Guidance Standard Big Idea:	
AD.5: Applying the Skills of Transitioning Between Educational Levels	
Grade Level Expectation (GLE):	
AD.5.A.02: Develop strategies to meet increased school expectations. (DOK Level - 3)	
American School Counselor Association National Standard (ASCA):	
Academic Development	
A. Students will acquire the attitudes, knowledge, and skills contributing to effective learning in school and across the lifespan.	

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research 6. Discover and evaluate patterns and relationships in information, ideas, and structures 8. Organize data, information and ideas into useful forms for analysis or presentation 10. Apply acquired information, ideas, and skills to different contexts as students, workers, citizens, and consumers
	Goal 2: Communicate effectively within and beyond the classroom
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements

	2. Develop and apply strategies based on ways others have prevented or solve problems 6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information to support decisions 4. Recognize and practice honesty and integrity in academic work and in the workplace 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals.

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas.
Mathematics	
X Social Studies	7. Relationships of the individual and groups to institutions and cultural traditions.
Science	
X Health/Physical Education	2. Principles and practices of physical and mental health
Fine Arts	

Unit Essential Questions:

How is your life different as you get older?

Unit Measurable Learning Objectives:

The student will develop two strategies that will help him/her meet the increased expectations of being in 2nd grade.
 The student will write a sentence and draw a picture of what these strategies are.

Unit Instructional Strategies/Instructional Activities:

- Direct (Compare & Contrast; Guided & Shared reading, listening viewing, thinking)
- Indirect (Writing to Inform; Concept Formation)
- Experiential (Games)
- Independent Study
- Interactive Instruction

Unit Summative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs.
Assessment can be question answer, performance activity, etc.
 Students will write a sentence and draw a picture of an expectation for students in second grade.
 Students will identify ten second grade expectations by selecting them from an array of 22 choices.

Brief Summary of Unit:

Second graders must identify and apply numerous skills and behaviors to be successful in school. The counselor will have students do an (Thinking, Feeling, Doing) activity in which the student will stand up if the behavior applies to them. During a discussion, students will

identify and develop a list of appropriate school behaviors. These behaviors will be listed on chart paper, the Smart Board or the dry erase board. Students will draw pictures to illustrate one or more of the expected behaviors and write a sentence to support the pictures.

What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?

Previous school expectations.

Vocabulary: compare, behavior

<p>Unit #1 Title: Great Expectations!</p> <p>Lesson Title: 2nd Grade Great Expectations Lesson: 1 of 2</p> <p>Grade Level: 2</p> <p>Length of Lesson: 30 minutes</p> <p>Missouri Comprehensive Guidance Standard Big Idea: AD.5: Applying the Skills of Transitioning Between Educational Levels</p> <p>Grade Level Expectation (GLE): AD.5.A.02: Develop strategies to meet increased school expectations.</p> <p>American School Counselor Association National Standard (ASCA): Academic Development A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan</p>

Materials (include activity sheets and/ or supporting resources)

<p>2nd Grade Expectations game cards (cut apart prior to lesson)</p> <p>Coloring materials provided by the students</p> <p>Chart paper, dry erase board, or chalk board</p>
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Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	<p>Goal 1: Gather, analyze and apply information and ideas</p> <p>1. Develop questions and ideas to initiate and refine research</p> <p>6. Discover and evaluate patterns and relationships in information, ideas, and structures</p> <p>8. Organize data, information and ideas into useful forms for analysis or presentation</p> <p>10. Apply acquired information, ideas, and skills to different contexts as students, workers, citizens, and consumers</p>
	<p>Goal 2: Communicate effectively within and beyond the classroom</p>
X	<p>Goal 3: Recognize and solve problems</p> <p>1. Identify problems and define their scope and elements</p> <p>2. Develop and apply strategies based on ways others have prevented or solved problems</p> <p>6. Examine problems and proposed solutions from multiple perspectives</p> <p>7. Evaluate the extent to which a strategy addresses the problem</p>
X	<p>Goal 4: Make decisions and act as responsible members of society</p> <p>1. Explain reasoning and identify information to support decisions</p> <p>4. Recognize and practice honesty and integrity in academic work and in the workplace</p> <p>5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals.</p>

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)	Specific Skill(s)
X	Communication Arts
	6. Participating in formal and informal presentations

		and discussions of issues and ideas.
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
X	Health/Physical Education	2. Principles and practices of physical and mental health
	Fine Arts	

Enduring Life Skill(s)

	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect		Goal Setting		

Lesson Measurable Learning Objectives:

The student will be able to identify at least 10 expectations for second grade students from an array of 22 choices.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
 Students will be able to identify expectations of second grade students from a pool of choices.

Lesson Preparation

Essential Questions:

How do expectations change over time? Why do expectations matter?

Engagement (Hook):

How many of you like to play games? Today we are going to play the *2nd Grade Expectation* game. What is important to do when you play a game with others as a *2nd grader*? (e.g. respectful, responsible behavior, play fair)

Procedures

<p>Instructor Procedures/Instructional Strategies: <i>NOTE: The counselor will cut up the game cards from the game sheet before the lesson starts.</i></p> <ol style="list-style-type: none"> Counselor shares with the students that they are going to play the <i>2nd Grade Expectations ... game</i>. Before the game starts, the counselor will draw the following graphic organized chart. On the chart paper they will write in the middle <i>2nd Grade Expectations</i>. Divide the 	<p>Student Involvement/Instructional Activities:</p> <ol style="list-style-type: none"> Students sit in circle and participate in the game when selected. Students will review the use of the graphic organizer illustration.
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<p>lists into two sides (appropriate behavior and inappropriate behavior):</p> <p style="text-align: center;">2nd Grade Expectations</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none; vertical-align: top;"> <p>Appropriate Behavior</p> </td> <td style="width: 10%; border: none; text-align: center;"> </td> <td style="width: 40%; border: none; vertical-align: top;"> <p>Inappropriate Behavior</p> </td> </tr> </table>		<p>Appropriate Behavior</p>		<p>Inappropriate Behavior</p>
<p>Appropriate Behavior</p>		<p>Inappropriate Behavior</p>		
<p>3. Game Directions: Individual students will be selected to draw a game card and read it out loud. A second student is selected to determine if the statement is an appropriate or inappropriate expectation for a 2nd grader in school. They then tape the card under the correct column on the chart paper.</p> <p>4. After all cards are drawn the counselor will review the behaviors, which were appropriate and or inappropriate with the students.</p> <p>5. After the game and discussion the counselor shares with students that they will keep the chart for the next lesson. During the next session they will continue to discuss the expectations for 2nd graders in school.</p>	<p>3. Students will play the game and decide which behaviors are appropriate or inappropriate 2nd grade expectations.</p> <p>4. The students will discuss why behaviors are appropriate or inappropriate.</p> <p>5. Students will participate in the conclusion of the lesson.</p>			

Teacher Follow-Up Activities

Teacher will review the chart and reiterate the expectations of 2nd grade students.

Counselor reflection notes (completed after the lesson)

2nd Grade Expectations ... Game Cards. Cut out cards before starting the lesson.

Put on a bathing suit to come to school this morning.	You got yourself up this morning.
Mom gave you coins this morning for lunch money.	You dressed yourself this morning.
Stayed up until midnight last night to complete all of your assignments or homework.	You listen carefully in class.
Do your homework without being told.	You crawl on the floor when lining up to go to P.E.
Put your name on your paper.	Follow school and classroom rules.
You push kids in line.	Keep your desk/table space organized.
You drink from a baby bottle at lunch.	Do your best in class.
Like to get along with people.	Throw things at others on the playground.
You sit in your seat at school.	You cheat when playing a game at recess.
You raise your hand in class.	You laugh at others when they make a mistake.
You show respect to others.	You throw paper on the floor in class.

<p>Unit #1 Title: Great Expectations!</p> <p>Lesson Title: I am Proud To Be 2nd Grader Lesson: 2 of 2</p> <p>Grade Level: 2</p> <p>Length of Lesson: 30 minutes</p> <p>Missouri Comprehensive Guidance Standard Big Idea: AD.5: Applying the Skills of Transitioning Between Educational Levels</p> <p>Grade Level Expectation (GLE): AD.5.A.02: Develop strategies to meet increased school expectations.</p> <p>American School Counselor Association National Standard (ASCA): Academic Development A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan</p>
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Materials (include activity sheets and/ or supporting resources)

<p>Student Activity Sheet <i>I'm Proud To Be a 2nd Grader</i> Coloring materials provided by the students Chart paper from the last class</p>
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Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	<p>Goal 1: Gather, analyze and apply information and ideas</p> <ul style="list-style-type: none"> 1. Develop questions and ideas to initiate and refine research 6. Discover and evaluate patterns and relationships in information, ideas, and structures 8. Organize data, information and ideas into useful forms for analysis or presentation 10. Apply acquired information, ideas, and skills to different contexts as students, workers, citizens, and consumers
	<p>Goal 2: Communicate effectively within and beyond the classroom</p>
X	<p>Goal 3: Recognize and solve problems</p> <ul style="list-style-type: none"> 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems 6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem
X	<p>Goal 4: Make decisions and act as responsible members of society</p> <ul style="list-style-type: none"> 1. Explain reasoning and identify information to support decisions 4. Recognize and practice honesty and integrity in academic work and in the workplace 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals.

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)	Specific Skill(s)
X	Communication Arts
	6. Participating in formal and informal presentations

		and discussions of issues and ideas.
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
X	Health/Physical Education	2. Principles and practices of physical and mental health
	Fine Arts	

Enduring Life Skill(s)

	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect		Goal Setting		

Lesson Measurable Learning Objectives:

The student will be able to identify and express an expectation for 2nd grade students by drawing a picture and writing a sentence.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will write a sentence and draw pictures of what is expected of them in 2nd grade.

Lesson Preparation

Essential Questions:

What happens when a student doesn't meet the expectations of what is needed to be a successful student at their grade level? Why are expectations important? How do expectations change?

Engagement (Hook):

Post the chart used during the last lesson. Review the chart of 2nd grade expectations with students.

Procedures

<p>Instructor Procedures/Instructional Strategies:</p> <p>1. Review chart below.</p> <div style="text-align: center;"> <p><u>2nd Grade Expectations</u></p> <table style="margin: auto; border-collapse: collapse;"> <tr> <td style="border-right: 1px solid black; padding: 5px;">Appropriate Behavior</td> <td style="padding: 5px;">Inappropriate Behavior</td> </tr> </table> </div> <p>2. After reviewing the chart the counselor will hand out the student activity sheet, <i>I'm Proud To Be a 2nd Grader</i>. Counselor will</p>	Appropriate Behavior	Inappropriate Behavior	<p>Student Involvement/Instructional Activities:</p> <p>1. Students will review the illustration.</p> <p>2. Students will complete the activity sheet.</p>
Appropriate Behavior	Inappropriate Behavior		

<p>ask students to draw a picture of a skill or behavior they need to do in 2nd Grade to be successful. Students will write a brief sentence or paragraph of why this behavior is an important expectation for a 2nd grader.</p> <p>3. The counselors will divide the students into small groups of three or four students. The counselor will review the group rules.</p> <ol style="list-style-type: none"> Take turns Share ideas responsibly. Listen respectfully to others' ideas. <p>4. The counselor asks each group to share some of the ideas discussed in the small groups <i>I Am Proud To Be a 2nd Grader</i>.</p> <p>5. The counselor will collect the sheets and share them with the classroom teacher.</p>	<p>3. Students will divide into small groups and discuss ideas (following the group rules) about ways to demonstrate 2nd grade pride.</p> <p>4. Students share ideas with the class.</p> <p>5. The students turn in their activity sheets to the counselor.</p>
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Teacher Follow-Up Activities

Teacher will review the student sheets and send them home with the students to share with their parents. Teacher can reiterate the expectations of 2nd grade students.

Counselor reflection notes (completed after the lesson)

Name: _____

“I’m Proud to Be a 2nd Grader”

Draw a picture of a positive expectation for a 2nd grade student.

Academic Development

The units in Academic Development are designed to assist students K-12 in developing the academic skills necessary to be successful in the classroom and in life. The three major areas covered in Academic Development are:

Applying skills needed for educational achievement.

Major Points: The emphasis in this area is developing “academic self-efficacy”. This includes instilling the belief that every individual can set and attain academic goals. Self-management, study and test taking skills are systematically and intentionally taught to every K-12 student. Sources of help are available for students; they are taught to recognize the need for academic assistance and where and how to get help.

Applying the skills of transitioning between educational levels.

Major Points: The learning within this area includes helping K-12 students acquire the information necessary to make smooth transitions from grade to grade and setting to setting (e.g. elementary school to middle school; school to post-secondary options). Understanding expectations of teachers and requirements of subject areas are examples of information that will help students understand the changes required by transitions.

Developing and monitoring personal educational plans.

Major Points: The Missouri School Improvement Program requires all students to have individual educational and career plans that are initiated no later than 8th grade. This area places emphasis on the knowledge, understanding and skills K-12 students need in order to develop a meaningful educational plan. Specific tasks include: learning to set goals; developing a plan to reach goals; knowing where to go for information/assistance; reviewing and modifying plans.

<p>UNIT DESCRIPTION: Great Expectations!</p> <p>Second graders must identify and apply numerous skills and behaviors to be successful in school. The counselor will have students do and (Thinking, Feeling, Doing) activity in which the student will stand up if the behavior applies to them. During a discussion, students will identify and develop a list of appropriate school behaviors. These behaviors will be listed on chart paper, the chalkboard or the dry erase board. Students will draw pictures to illustrate one or more of the expected behaviors and write a sentence to support the pictures.</p>		<p>SUGGESTED UNIT TIMELINE: 2 Lessons</p> <p>CLASS PERIOD: 30 minutes each</p>				
<p>ESSENTIAL QUESTIONS:</p> <p>1. How is your life different as you get older?</p>						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
<p>1. The student will develop two strategies that will help him/her meet the increased expectations of being in 2nd grade.</p>		<p>AD.5.A.02: Develop strategies to meet increased school expectations.</p>		<p>RF.2.3 RF.2.4 W.2.1 W.2.2 W.2.3 W.2.4 W.2.5 W.2.6 W.2.7 W.2.8 SL.2.1 SL.2.3 SL.2.4 SL.2.6 L.2.1 L.2.2 L.2.3 L.2.4 L.2.5 L.2.6</p>	<p>AD A. Students will acquire the attitudes, knowledge, and skills contributing to effective learning in school and across the lifespan.</p>	<p>Level 3</p>

<p>2. The student will write a sentence and draw a picture of what these strategies are.</p>		<p>AD.5.A.02</p>		<p>RF.2.3 RF.2.4 W.2.1 W.2.2 W.2.3 W.2.4 W.2.5 W.2.6 W.2.7 W.2.8 SL.2.1 SL.2.3 SL.2.4 SL.2.6 L.2.1 L.2.2 L.2.3 L.2.4 L.2.5 L.2.6</p>	<p>AD A.</p>	<p>Level 3</p>
<p>ASSESSMENT DESCRIPTIONS*:</p> <p>Students will write a sentence and draw a picture of an expectation for students in second grade. Students will identify ten second grade expectations by selecting them from an array of 22 choices.</p>						
<p>Obj. #</p>	<p>INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</p>					
	<p><input type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <input checked="" type="checkbox"/> Experiential <input type="checkbox"/> Independent study <input type="checkbox"/> Interactive Instruction</p>					
<p>1 2</p>	<p>See: Lesson 1 2nd Grade Great Expectations Lesson 2 I am Proud To Be a 2nd Grade</p>					

Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)r				
1 2	See: Lesson 1 2 nd Grade Great Expectations Lesson 2 I am Proud To Be a 2 nd Grader				
	<u>Direct:</u> <input type="checkbox"/> Structured Overview <input type="checkbox"/> Lecture <input type="checkbox"/> Explicit Teaching <input type="checkbox"/> Drill & Practice <input checked="" type="checkbox"/> Compare & Contrast (Ls. 1) <input type="checkbox"/> Didactic Questions <input type="checkbox"/> Demonstrations <input checked="" type="checkbox"/> Guided & Shared (Ls. 2) – reading, listening, viewing, thinking	<u>Indirect:</u> <input type="checkbox"/> Problem Solving <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input type="checkbox"/> Reflective Discussion <input checked="" type="checkbox"/> Writing to Inform (Ls. 2) <input checked="" type="checkbox"/> Concept Formation (Ls. 1) <input type="checkbox"/> Concept Mapping <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure	<u>Experiential:</u> <input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input type="checkbox"/> Simulations <input checked="" type="checkbox"/> Games (Ls. 1) <input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input type="checkbox"/> Role-playing <input type="checkbox"/> Model Building <input type="checkbox"/> Surveys	<u>Independent Study</u> <input type="checkbox"/> Essays <input type="checkbox"/> Computer Assisted Instruction <input type="checkbox"/> Journals <input type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input type="checkbox"/> Learning Activity Packages <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input type="checkbox"/> Homework <input type="checkbox"/> Research Projects <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers	<u>Interactive Instruction</u> <input type="checkbox"/> Debates <input type="checkbox"/> Role Playing <input type="checkbox"/> Panels <input type="checkbox"/> Brainstorming <input type="checkbox"/> Peer Partner Learning <input type="checkbox"/> Discussion <input type="checkbox"/> Laboratory Groups <input type="checkbox"/> Think, Pair, Share <input type="checkbox"/> Cooperative Learning <input type="checkbox"/> Jigsaw <input type="checkbox"/> Problem Solving <input type="checkbox"/> Structured Controversy <input type="checkbox"/> Tutorial Groups <input type="checkbox"/> Interviewing <input type="checkbox"/> Conferencing
UNIT RESOURCES:					
Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/					
ASCA National Standards for Students (ASCA), accessed June 11, 2013, from http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf					

Unit #1 Title: Goal-Setting	Grade Level: 2
Number of Lessons in Unit: 2	
Time Required for each lesson: 30 minutes	
Best time of year to implement this Unit: Mid-year.	
Lesson Titles:	
Lesson # 1: Talk is Cheap (Part 1)	
Materials/Special Preparations Required:	
The book: <i>The Tortoise and the Hare</i>	
Dry Erase Board/SmartBoard/Other Visual Media	
Lesson # 2: Talk is Cheap (Part 2)	
Materials/Special Preparations Required:	
Student Activity Page – <i>Talk is Cheap</i>	
The book: <i>The Tortoise and the Hare</i>	
Brown and Green Crayons	
Missouri Comprehensive Guidance and Counseling Big Idea:	
AD.6: Developing and Monitoring Personal Plan of Study	
Grade Level Expectation (GLE):	
AD.6.A.02: Identify goals that lead to learner success. (DOK Level -2)	
American School Counselor Association (ASCA) National Standard:	
Academic Development	
A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.	

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

	Goal 1: Gather, analyze and apply information and ideas
	Goal 2: Communicate effectively within and beyond the classroom
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations. 6. Participating in formal and informal presentations and discussions of issues and ideas.
Mathematics	
Social Studies	

	Science	
	Health/Physical Education	
	Fine Arts	

Unit Essential Questions:

How can goals be useful?

Unit Measurable Learning Objectives:

The student will identify strategies for goal setting and planning.

Unit Instructional Strategies/Instructional Activities:

- Direct (Compare & Contrast; Guided & Shared-Reading, Listening, Viewing, Thinking)
- Indirect (Problem Solving; Reflective Discussion; Concept Formation)
- Experiential
- Independent Study
- Interactive Instruction (Brainstorming; Discussion)

Unit Summative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.

Students will identify strategies for goal setting and planning.

Brief Summary of Unit:

This unit is designed to teach students basic goal-setting skills needed to become successful learners. Lesson one teaches the student to identify strategies for goal-setting and planning for accomplishing goals in terms of five strategies: 1) Set a goal and make a plan on paper; 2) Tell someone about your plan and get that person’s help to monitor your progress; 3) Put the plan into action-practice; 4) Reward small steps; 5) Revise your plan if it is not working; 6) Keep working until you’ve accomplished the goal.

What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?

Demonstrate the skills needed to be a successful learner.

Unit #1 Title: Goal-Setting
Lesson Title: Talk is Cheap (Part 1) Lesson: 1 of 2
Grade Level: 2
Length of Lesson: 30 Minutes
Missouri Comprehensive Guidance and Counseling Big Idea: AD.6: Developing and Monitoring Personal Plan of Study
Grade Level Expectation (GLE): AD.6.A.02: Identify goals that lead to learner success.
American School Counselor Association (ASCA) National Standard: Academic Development A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.

Materials (include activity sheets and/ or supporting resources)

- | |
|---|
| <ol style="list-style-type: none"> 1. A copy of <i>The Tortoise and the Hare</i>. If you cannot locate the book, look up the story on the Internet. 2. Dry Erase Board/Smart Board/Other Visual Media |
|---|

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

	Goal 1: Gather, analyze and apply information and ideas
	Goal 2: Communicate effectively within and beyond the classroom
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations. 6. Participating in formal and informal presentations and discussions of issues and ideas.
Mathematics	
Social Studies	
Science	
Health/Physical Education	
Fine Arts	

Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
	Courage		Compassion		Tolerance

Respect	X	Goal Setting		
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Lesson Measurable Learning Objectives:

The student will collaborate with others to identify at least three strategies to accomplish a goal.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.
 The student will identify strategies for goal setting and planning.

Lesson Preparation

Essential Questions:

How can goals be useful?

Engagement (Hook):

“Have you ever heard the expression “talk is cheap,” or “put your money where your mouth is?” Do you know the name of the famous story that tells about a tortoise that asked a rabbit to put his money where his mouth was? That story is called *The Tortoise and the Hare.*”

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<ol style="list-style-type: none"> 1. Counselor will read the story, The Tortoise and the Hare, to the students. 2. Counselor will ask the following discussion questions: <ol style="list-style-type: none"> a. Have you ever decided that you wanted to do something that might take a lot of time and practice? You may have said to yourself, “I want to ride my bike by the time school starts.” We call that setting a goal. b. What was the goal of the Tortoise in the story? What was the goal of the Hare in the story? It sounds to me as if you are saying that they both had the same goal. c. Why do you think the Tortoise accomplished his goal and the Hare did not? d. Yes. That’s right. Do you think the Hare had a plan to win the race? Do you think he practiced for the race? e. Do you think the Tortoise had a plan for 	<ol style="list-style-type: none"> 1. Students will listen to the story and look at the pictures. 2. Students will participate in discussion: <ol style="list-style-type: none"> a. Students might say learning to ride a bike or skateboard or play a challenging game. b. Students might say, “To win the race.” Students might say, “To win the race.” c. Students might say because the Hare stopped before the race was over. d. The students might say, “No.” e. The students might say, “Slow and

<p>the race? What do you think his plan was?</p> <p>f. If you were planning on winning a race, what would your plan be? How would you plan to accomplish your goal of winning the race?</p> <p>5. The counselor asks students to brainstorm strategies that helped the Tortoise accomplish his goal. The counselor will write the strategies on chart paper and give the strategies sheet to the teacher to reinforce in the classroom.</p> <p>6. The counselor and students will review the concept of goal setting and share the key points of the discussion. During the next lesson students will complete the <i>Talk is Cheap</i> Activity Sheet.</p>	<p>steady wins the race.”</p> <p>f. The students might say, “I’d get a lot of sleep, and eat my breakfast, and practice running everyday.”</p> <p>5. The students will brainstorm ideas.</p> <p>6. The students will participate in the review of discussion.</p>
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Teacher Follow-Up Activities

The teacher will review the list with students and post it in the room to reinforce throughout the year.

Counselor reflection notes (completed after the lesson)

Unit #1 Title: Goal-Setting
Lesson Title: Talk is Cheap (Part 2) Lesson: 2 of 2
Grade Level: 2
Length of Lesson: 30 Minutes
Missouri Comprehensive Guidance and Counseling Big Idea: AD.6: Developing and Monitoring Personal Plan of Study
Grade Level Expectation (GLE): AD.6.A.02: Identify goals that lead to learner success.
American School Counselor Association (ASCA) National Standard: Academic Development A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.

Materials (include activity sheets and/ or supporting resources)

A copy of <i>The Tortoise and the Hare</i> . Student Activity Sheet – <i>Talk is Cheap</i> Brown and Green Crayons.

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

	Goal 1: Gather, analyze and apply information and ideas
	Goal 2: Communicate effectively within and beyond the classroom
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	5. Comprehending and evaluating the content and artistic aspects of oral and visual presentations. 6. Participating in formal and informal presentations and discussions of issues and ideas.
Mathematics	
Social Studies	
Science	
Health/Physical Education	
Fine Arts	

Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
	Courage		Compassion		Tolerance

	Respect	X	Goal Setting		
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Lesson Measurable Learning Objectives:

The student will write a learning goal and identify one strategy for accomplishing that goal.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.

Students will identify strategies for goal setting and planning to meet goals that lead to learner success.

Lesson Preparation

Essential Questions:

How can goals be useful?

Engagement (Hook):

Review the expression “talk is cheap,” or “put your money where your mouth is?” The counselor shows the book *The Tortoise and the Hare*, which was read the week before. The counselor briefly reviews the story with the students.

Procedures

Instructor Procedures/Instructional Strategies:

1. Counselor will hand out *Talk is Cheap* Activity Sheet and instruct students to get out a brown crayon and a green crayon.
2. Counselor will read the Activity Sheet or ask students to take turns reading the Activity Sheet. The class will determine the correct answers. (Numbers 6, 8, 9, 10, 13, 17, and 18 should be colored brown and the rest colored green.)
3. The counselor will say, “What if your goal was to become the best learner that you can be? If there were a learning race, how would you prepare to win it? You would want to set a goal and make up a plan to accomplish that goal. What kind of learning goal might you set and what might be your plan to accomplish it?”

The counselor will ask each student to

Student Involvement/Instructional Activities:

1. Students will get out a brown crayon and a green crayon.
2. Students will complete Activity Sheet as it is read and discussed. Students will mark the square with a brown or green crayon accordingly.
3. Students will brainstorm possible learning goals.

<p>brainstorm what might be a good learning goal and record the ideas.</p> <p>4. The counselor will say, “At the bottom of the activity sheet is a space to write a learning goal. Please write one of your learning goals in the space provided.”</p> <p>5. The counselor will say, “Each of you will tell me one strategy the tortoise will do to prepare for his race that you want to do to prepare to meet your goal.”</p> <p>6. As each student states a strategy, the counselor will ask the student to write the strategy on the activity sheet.</p> <p>7. The counselor will close by reviewing the activity and encourage students to set goals.</p>	<p>4. Students will write a personal learning goal on the activity sheet.</p> <p>5. Students will state one of the following strategies:</p> <ul style="list-style-type: none"> a) Set a goal and make a plan on paper; b) Tell someone about your plan and get that person’s help to monitor your progress; c) Put the plan into action-practice; d) Reward small steps; e) Revise your plan if it is not working; f) Don’t quit until you’ve accomplished the goal. <p>6. Students will finish the last section of the activity sheet by writing one important strategy to accomplish their goal and share the strategy with the group.</p> <p>7. The students will participate in the review.</p>
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Teacher Follow-Up Activities

Teacher may continue to use the goal-setting vocabulary introduced by the counselor in cross-curriculum settings such as in a spelling list, or in a writing assignment.

The teacher may allow the students the time and resources to create a list of famous people and the goals that they accomplished.

Counselor reflection notes (completed after the lesson)

Talk is Cheap...

But Setting a Goal and Following a Plan will be Richly Rewarded

DIRECTIONS: Color the square green (Tortoise Color) if it describes a good strategy for Setting a Goal or Following a Plan to accomplish a goal. Color the square brown (Hare/Rabbit Color) if it describes a behavior that does not involve goal setting or following a plan to accomplish a goal.

Set a goal and make a plan on paper.	1. This animal wrote down what time everyday he would stretch and exercise.	7. This animal wrote down the healthy food he would eat everyday.	13. This animal did not set any goal or write down any plan.
Tell someone about your plan and get that person's help.	2. This animal asked his friend squirrel to run the racetrack to look for problems.	8. This animal did not ask anyone to help him plan.	14. This animal asked duck to reward him every time he got one second faster.
Put the plan into action-practice.	3. This animal got to bed every night at 8:00 just as he had planned.	9. This animal talked about lifting weights for the race but never did.	15. This animal ate a healthy, balanced diet that he had planned with his mother.
Reward small steps.	4. This animal met his short-term goal of getting one second faster each day and rewarded himself with a cookie.	10. This animal didn't prepare in small steps, he didn't think he needed to improve in any way.	16. This animal met his short-term goal of getting to bed on time each night and bought himself two new pairs of socks.
Revise your plan if it is not working.	5. This animal found out that running too fast, tired him out to soon, and he decided slow and steady wins the race.	11. This animal found out that eating chocolate before bedtime kept him awake, so he stopped.	17. This animal kept making the same mistakes every time and didn't learn from them.
Don't quit until you've accomplished the goal.	6. This animal went to sleep before the job was done.	12. This animal never stopped following his plan until the goal was accomplished.	18. This animal didn't think he needed to make a plan to meet his goal.

My Learning Goal is . . .

One strategy for setting a goal and following a plan to accomplish that goal is . . .

Academic Development

The units in Academic Development are designed to assist students K-12 in developing the academic skills necessary to be successful in the classroom and in life. The three major areas covered in Academic Development are:

Applying skills needed for educational achievement.

Major Points: The emphasis in this area is developing “academic self efficacy”. This includes instilling the belief that every individual can set and attain academic goals. Self-management, study and test taking skills are systematically and intentionally taught to every K-12 student. Sources of help are available for students; they are taught to recognize the need for academic assistance and where and how to get help.

Applying the skills of transitioning between educational levels.

Major Points: The learning within this area includes helping K-12 students acquire the information necessary to make smooth transitions from grade to grade and setting to setting (e.g. elementary school to middle school; school to post-secondary options). Understanding expectations of teachers and requirements of subject areas are examples of information that will help students understand the changes required by transitions.

Developing and monitoring personal educational plans.

Major Points: The Missouri School Improvement Program requires all students to have individual educational and career plans that are initiated no later than 8th grade. This area places emphasis on the knowledge, understanding and skills K-12 students need in order to develop a meaningful educational plan. Specific tasks include: learning to set goals; developing a plan to reach goals; knowing where to go for information/assistance; reviewing and modifying plans.

UNIT DESCRIPTION: Goal Setting		SUGGESTED UNIT TIMELINE: 2 Lessons				
<p>This unit is designed to teach students basic goal-setting skills needed to become successful learners. Lesson one teaches the student to identify strategies for goal-setting and planning for accomplishing goals in terms of five strategies: 1) Set a goal and make a plan on paper; 2) Tell someone about your plan and get that person's help to monitor your progress; 3) Put the plan into action-practice; 4) Reward small steps; 5) Revise your plan if it is not working; 6) Keep working until you've accomplished the goal.</p>		CLASS PERIOD (min.): 30 minutes each				
ESSENTIAL QUESTIONS:						
1. How can goals be useful?						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES		CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS			
			GLEs/CLEs	PS	CCSS	OTHER ASCA
1. Students will identify strategies for goal setting and planning			AD.6.A.02: Identify goals that lead to learner success.		RF.2.3 RF.2.4 SL.2.1 SL.2.2 SL.2.6 L.2.1 L.2.2 L.2.5 L.2.6	AD A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.
ASSESSMENT DESCRIPTIONS*:						
Students will identify strategies for goal setting and planning.						
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)					
	__x__ Direct					
	__x__ Indirect					

	<input type="checkbox"/> Experiential <input type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction				
1	See Lessons: Lesson 1: Talk is Cheap (Part 1) Lesson 2: Talk is Cheap (Part 2)				
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)				
1	See Lessons: Lesson 1: Talk is Cheap (Part 1) Lesson 2: Talk is Cheap (Part 2)				
	Direct: <input type="checkbox"/> Structured Overview <input type="checkbox"/> Lecture <input type="checkbox"/> Explicit Teaching <input type="checkbox"/> Drill & Practice <input type="checkbox"/> Compare & Contrast (Ls. 2) <input type="checkbox"/> Didactic Questions <input type="checkbox"/> Demonstrations <input checked="" type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking (Ls. 1)	Indirect: <input checked="" type="checkbox"/> Problem Solving (Ls. 2) <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input checked="" type="checkbox"/> Reflective Discussion (Ls. 1) <input type="checkbox"/> Writing to Inform <input checked="" type="checkbox"/> Concept Formation (Ls. 2) <input type="checkbox"/> Concept Mapping <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure	Experiential: <input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input type="checkbox"/> Simulations <input type="checkbox"/> Games <input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input type="checkbox"/> Role-playing <input type="checkbox"/> Model Building <input type="checkbox"/> Surveys	Independent Study <input type="checkbox"/> Essays <input type="checkbox"/> Computer Assisted Instruction <input type="checkbox"/> Journals <input type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input type="checkbox"/> Learning Activity Packages <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input type="checkbox"/> Homework <input type="checkbox"/> Research Projects <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers	Interactive Instruction <input type="checkbox"/> Debates <input type="checkbox"/> Role Playing <input type="checkbox"/> Panels <input checked="" type="checkbox"/> Brainstorming (Ls. 1) <input type="checkbox"/> Peer Partner Learning <input checked="" type="checkbox"/> Discussion (Ls. 1) <input type="checkbox"/> Laboratory Groups <input type="checkbox"/> Think, Pair, Share <input type="checkbox"/> Cooperative Learning <input type="checkbox"/> Jigsaw <input type="checkbox"/> Problem Solving <input type="checkbox"/> Structured Controversy <input type="checkbox"/> Tutorial Groups <input type="checkbox"/> Interviewing <input type="checkbox"/> Conferencing
UNIT RESOURCES:					
Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/ ASCA National Standards for Students (ASCA), accessed June 11, 2013, from http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf					

Unit #1 Title: Making Connections

Grade Level: 2

Time Required: 20-30 minutes per lesson

Number of Lessons in Unit: 3

Time Required for each Lesson: 20-30 minutes

Best time of the year to implement this Unit: Anytime (Students must be able to perform tasks, e.g. writing responses)

Lesson Titles:

Lesson #1: Connecting the Dots: Activities/Interests to Careers

Materials/Special Preparation Required:

New Things to Learn and Explore Activity Sheet

Career Paths Mini Poster

Lesson #2: Connecting the Dots: Linking Academic Skills to the Career Paths

Materials/Special Preparation Required:

Career Paths Mini Poster

Set of *Career Path* Posters

Connecting School Skills to the Career Paths Activity Sheet

Flip Chart, Board or Other Visual Media

Markers

Lesson #3: Connecting the Dots: Workers and Their Importance

Materials/Special Preparation Required:

Pictures of places that depict:

Well-kept vs. not well-kept

Jobs Done and Undone

Thank You for Helping our Community activity sheet

Pencils; Envelopes; Stamps

List of Names/Addresses of Community Workers (local phonebook)

Flip Chart, Board, or Other Visual Media

Missouri Comprehensive Guidance and Counseling Big Idea:

CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals

Grade Level Expectations (GLEs):

CD.7.A.02: Identify new activities and interests to explore. (DOK Level - 1)

CD.7.B.02: Identify the academic skills necessary for workers in the six (6) career paths.(DOK Level - 2)

CD.7.C.02: Explain the importance of jobs and workers in the community. (DOK Level - 2)

American School Counselor Association (ASCA) National Standard:

Career Development:

- A. Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
- C. Students will understand the relationship between training and the world of work.

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)	Specific Skill(s)
X	Communication Arts 3. Reading and evaluating nonfiction works and material 4. Writing formally and informally
	Mathematics
X	Social Studies 6. Relationships of the individual and groups to institutions and cultural traditions
	Science
	Health/Physical Education
	Fine Arts

Unit Essential Question:

What is the relationship between strengths, interests, and careers?

Unit Measurable Learning Objectives:

The student will identify at least two new activities and interests to explore.
 The student will be able to identify at least two academic skills necessary for workers in each of the six Career Paths.
 The student will list at least three reasons that jobs and workers are important in the community.

Unit Instructional Strategies/Instructional Activities:

- Direct (Guided & Shared – reading, listening, viewing, thinking)
- Indirect
- Experiential (Narratives)
- Independent study
- Interactive Instruction (Brainstorming)

Unit Summative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs.

Assessment can be question answer, performance activity, etc.

The following formative assessment from lesson 3 of this unit will be used as the summative unit assessment.

Performance Task: Students will write a friendly letter of appreciation to a community worker including:

- relationship of job to a career path.
- skills students observes worker using.
- the importance of worker and his or her job to the community.

Brief Summary of Unit:

Students will make the connection between activities and interests and future careers, connections between jobs and the academic skills necessary for those jobs, connections between/among all work and workers.

Student Prior Knowledge: What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?

Knowledge of Career Paths (name/give examples of jobs in each career path.)

Students need some knowledge of jobs in the local community.

Students need to be able to write responses on activity sheet, *New Things to Learn and Explore*.

Knowledge of Christopher Columbus

Vocabulary: Career path, explore, subject area, skill/strength

<p>Unit #1 Title: Making Connections</p> <p>Lesson Title: Connecting The Dots: Activities/Interests to Careers Lesson: 1 of 3</p> <p>Grade Level: 2</p> <p>Length of Lesson: 20-30 minutes</p> <p>Missouri Comprehensive Guidance and Counseling Big Idea: CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals</p> <p>Grade Level Expectation (GLE): CD.7.A.02: Identify new activities and interests to explore.</p> <p>American School Counselor Association (ASCA) National Standard: Career Development: C. Students will understand the relationship between training and the world of work.</p>
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Materials (include activity sheets and/ or supporting resources)

<p><i>New Things to Learn and Explore</i> Activity Sheet <i>Career Paths</i> Mini Poster (copy for each student)</p>

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	3. Reading and evaluating nonfiction works and material 4. Writing formally and informally
Mathematics	
X Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
Science	
Health/Physical Education	
Fine Arts	

Enduring Life Skill(s)

	Perseverance		Integrity		Problem Solving
	Courage		Compassion	X	Tolerance
X	Respect	X	Goal Setting		

Lesson Measureable Learning Objective:

The student will identify at least two new activities and interests to explore.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.

Work Sample and Performance Task: Students will complete the first and second sections of the Activity Sheet “New Things To Learn and Explore.” Students will then identify the Career Path(s) that will link them to careers using the link between those activities and interests.

Lesson Preparation

Essential Questions:

How are your strengths, interests, and future career connected?

Engagement (Hook):

Hold up your hand if you have done a “connect the dots” activity. When connecting the dots what did you discover? Let’s think about Christopher Columbus, the famous explorer. What kinds of interests/activities do you think he had/liked to do? What career path do you think Christopher Columbus followed? His interests/activities led him to be an explorer. Today, each of you is going to be an explorer.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. Begin by using the “hook.” Ask: What is an explorer? What will you do as an explorer?	1. Students will offer suggestions about what interests/activities they think Christopher Columbus might have had (e.g. Reading maps, boats, traveling to new places). <ul style="list-style-type: none"> • Volunteer definitions of “Explorer” • Volunteer descriptions of activities they will do as an explorer.
2. Ask students to reflect on last year’s discussion of their strengths and interests.	2. Students volunteer meaning/examples of strengths/interests.
3. Counselor will ask for a volunteer to explain what an “interest” is, and what an “activity” is. Counselor will ask, “How is an activity different from an interest?” Explain that an interest is something you like to do or you want to learn more about, for example: “I’m interested in reading.” “I’m interested in building things.” Explain that an activity is something that you participate in at school, home or in the community. You can do this	3. Students volunteer to answer and invite others to volunteer.

<p>on your own or in a group. Ask students to give examples of activities that they are currently involved in. Say, “We can connect our interests and strengths to our choices of activities. For example, I am reading all the _____ books (activity) because I’m a good reader (skill strength) and am curious about _____ (interest).”</p> <p>4. Counselor will give each student the activity sheet, <i>New Things to Learn and Explore</i>. Counselor will instruct students to put their thinking caps on and think about what kinds of activities they might like to learn. Counselor will remind students that a person doesn’t necessarily have to be good at an activity to learn it, but it’s important to be interested in learning. Counselor will instruct students that some examples of activities to learn might include swimming, dancing, riding a bike or baseball.</p> <p>5. Counselor will instruct students to complete the first two section of activity sheet by writing two activities and two interests that they will explore.</p> <p>6. Counselor will distribute copies of the <i>Career Path</i> mini poster to students. Instruct students to turn over the activity sheet while they review the six career paths. (Students will match each activity and interest with the appropriate career path.)</p> <p>7. Counselor will review the lesson by stating, “Being an explorer means trying new things. As you grow older, you will be learning and trying lots of new things that will lead you to future jobs and careers: What did you learn today about exploring new things. During our next lesson, we will be connecting the dots between academic (school) skills and career paths. Observe workers: look for the school skills they use.</p>	<p>4. Students will listen to the instructions.</p> <p>5. Students will write their responses to the first two on the worksheet.</p> <p>6. Students will write their responses on the worksheet. If time allows, students can work in pairs/groups on matching activities/interests to career paths.</p> <p>7. Students will listen and volunteer to tell one “thing” they learned.</p>
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Teacher Follow-Up Activities

Teacher may follow up by having the students brainstorm what specific kinds of jobs match the students' listed activities/interests and the career paths.

Counselor reflection notes (completed after the lesson)

Name _____

New Things to Learn and Explore

Write at least two new activities that you will learn how to do:

1. _____

2. _____

3. _____

4. _____

Write at least two new interests that you will explore:

1. _____

2. _____

3. _____

4. _____

These are the Career Paths that my new activities and interests might lead to:

1. _____

2. _____

3. _____

4. _____

Career Path Mini Poster

Working Together in Our Community

Business Path

(Business, Management, & Technology)

People who like to work with numbers and be organized.



Creative Path

(Arts & Communications)

People who like to draw, write, or perform.



Nature Path

(Natural Resources/Agriculture)

People who like to work outdoors with plants and animals.



Fixing & Building and Technology Path

(Industrial & Engineering Technology)

People who like to figure out how things work and build things.



Helping Path

(Human Services)

People who like to work with people to help make things better for others.



Health Path

(Health Services)

People who like to care for animals and people.



Unit #1 Title: Making Connections	
Lesson Title: Connecting The Dots: Linking Academic Skills to the Career Paths	Lesson: 2 of 3
Grade Level: 2	
Length of Lesson: 30 minutes	
Missouri Comprehensive Guidance and Counseling Big Idea: CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals	
Grade Level Expectation (GLE): CD.7.B.02: Identify the academic skills necessary for workers in the six (6) career paths.	
American School Counselor Association (ASCA) National Standard: Career Development: C. Students will understand the relationship between training and the world of work.	

Materials (include activity sheets and/ or supporting resources)

<i>Career Paths</i> mini poster Set of <i>Career Path</i> Posters <i>Connecting School Skills to the Career Paths</i> Activity Sheet Flip Chart, board, or other visual media Markers

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom
X	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	3. Reading and evaluating nonfiction works and material 4. Writing formally and informally
Mathematics	
X Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
Science	
Health/Physical Education	
Fine Arts	

Enduring Life Skill(s)

X	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion	X	Tolerance
X	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

Students will identify at least two academic skills necessary for workers in the 6 career paths.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
 Student Work Sample: Students will complete a worksheet that matches academic skills to corresponding career paths.

Lesson Preparation

Essential Questions:
 Why are certain skills necessary for a person to be successful at certain jobs?
Engagement (Hook): “Teacher Interview”
 Ahead of time, ask the classroom teacher (or some other staff member) to participate in the “hook.” In front of the class, remind the students that you have been talking about career paths. Ask the teacher what subjects/skills she/he learned in elementary schools that have helped him/her to become a good teacher. The teacher will briefly discuss the pertinent subjects/skills. Ask students what career path a “teacher” fits. Thank the teacher for his/her participation, and go on with the lesson.

Procedures

<p>Instructor Procedures/Instructional Strategies:</p> <ol style="list-style-type: none"> After the “hook”, the counselor will remind the students that they are on their path to a career, saying, “When did you start your career path/journey? What skills and subjects are you learning now or have learned previously to help you with your career path/journey.” The counselor will record answers on board, flip chart, or other visual media. The counselor will review the <i>Career Path</i> Mini Poster with the students and instruct students to select subjects/skills from the list generated by the students in step 1 and identify the career path they think these skills/subjects belong in. Make the point that these subjects/skills can fit in many of 	<p>Student Involvement/Instructional Activities:</p> <ol style="list-style-type: none"> Students will respond that they started their path to a career in preschool or kindergarten. Students respond with ideas using board, flip chart or other visual media. Students will volunteer ideas. (reading – teacher, math– banker, music – singer, physical education – sports announcer, writing - journalist)
---	--

Name _____

Connecting School Skills to the Career Paths

Look at the list of skills and school subjects below. Write the skills and subjects that belong in each career path box (next page).

Hint: The same skill or subject may fit in several paths.

Subjects

Reading

Spelling

Writing

Music

Computer literacy

Social Studies

Mathematics

Science

Physical Education

Health

Visual Arts

Skills

Following Rules

Listening

Finishing Work on Time

Working as a Team Member

Taking Turns

Respecting Others and Self

Problem Solving

Asking Questions

Encouraging Others

Creative Path <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	Health Path <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Helping Path <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	Business Path <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Fixing/Building Path <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	Nature Path <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Career Path Mini Poster

Working Together in Our Community

Business Path

(Business, Management, & Technology)

People who like to work with numbers and be organized.



Creative Path

(Arts & Communications)

People who like to draw, write, or perform.



Nature Path

(Natural Resources/Agriculture)

People who like to work outdoors with plants and animals.



Fixing & Building and Technology Path

(Industrial & Engineering Technology)

People who like to figure out how things work and build things.



Helping Path

(Human Services)

People who like to work with people to help make things better for others.



Health Path

(Health Services)

People who like to care for animals and people.





Business Path

(Business, Management, & Technology)

**People who like to work with numbers
and be organized.**



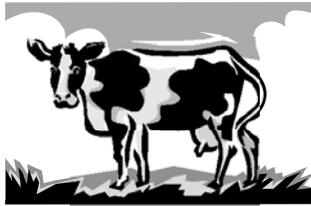


Creative Path

(Arts & Communications)

People who like to draw, write, or perform.





Nature Path

(Natural Resources/Agriculture)

***People who like to work outdoors
with plants and animals.***





Fixing, Building and Technology Path

(Industrial & Engineering Technology)

***People who like to
figure out how things work & build
things.***





Helping Path

(Human Services)

***People who like to work
with people to help make things
better for others.***





Health Path

(Health Services)

***People who like to care for animals
and people.***



<p>Unit #1 Title: Making Connections</p> <p>Lesson Title: Connecting the Dots: Workers and Their Importance Lesson: 3 of 3</p> <p>Grade Level: 2</p> <p>Length of Lesson: 20-30 minutes</p> <p>Missouri Comprehensive Guidance and Counseling Big Idea: CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals</p> <p>Grade Level Expectation (GLE): CD.7.C.02: Explain the importance of jobs and workers in the community.</p> <p>American School Counselor Association (ASCA) National Standard: Career Development: C. Students will understand the relationship between training and the world of work.</p>
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Materials (include activity sheets and/ or supporting resources)

<p>Pictures of places that depict well kept vs. not well kept; jobs done and not done (CAUTION: Avoid using photos of homes and other personal belongings) Examples might be polluted streams vs. clear streams, littered vs. clean land (clean vs. dirty restaurants) <i>Thank You For Helping Our Community!</i> activity sheet Pencils; Envelopes; Stamps List of Names/Addresses of Community Workers Flip Chart, Board, or Other Visual Media</p>
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Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	3. Reading and evaluating nonfiction works and material 4. Writing formally and informally
Mathematics	
X Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
Science	
Health/Physical Education	
Fine Arts	

Enduring Life Skill(s)

	Perseverance		Integrity		Problem Solving
	Courage	X	Compassion	X	Tolerance
X	Respect		Goal Setting		

Lesson Measurable Objectives:

The student will list at least three reasons jobs and workers are important in the community.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
 Work Sample: Each student will write a friendly letter to a community worker expressing appreciation for the work they do and their importance to the community.

Lesson Preparation

Essential Questions:
 What would our community look like if there were no people to do the jobs?
Engagement (Hook):
 Show the class two contrasting pictures. One picture shows a polluted street and one with a clean street. Ask the students if they can name the community worker that is not doing his/her job well.

Procedures

<p>Instructor Procedures/Instructional Strategies:</p> <ol style="list-style-type: none"> 1. After the “hook,” the counselor will instruct students to generate a list of important jobs in their community. Counselor will record answers. 2. Counselor will facilitate a discussion on the importance of each job (listed) to the community. The counselor will erase one job and discuss what would happen if this job didn’t exist in the community. 3. Counselors will facilitate a discussion of why it is important that all workers know how valuable their work is to the community. 4. The counselor will review the elements of friendly letters. Students will write a thank you letter to one of the workers the 	<p>Student Involvement/Instructional Activities:</p> <ol style="list-style-type: none"> 1. Students will list jobs. 2. Students will offer ideas. 3. Students will participate in discussion. 4. Students will choose a worker/job and write a thank you letter.
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<p>job list. The letter will also explain why the job is so important to the community. The counselor may need to lead a discussion about what words of appreciation might be included in a thank you letter. (See <i>Thank You for Helping our Community</i> activity sheet.)</p> <p>5. The counselor will instruct students on how to mail the letter. The counselor will have a phone book in the room for students to look up addresses. An example of how to complete an envelope will be available to the students. Counselor will arrange for cost of postage and arrange for mailing letters.</p>	<p>5. Students will address envelopes.</p>
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Teacher Follow-Up Activities

If community workers respond to thank you letters, the teacher will share letters with the class. This would be a good time to invite a postal carrier to talk with students about his or her job.

Counselor reflection notes (completed after the lesson)



Thank You for Helping Our Community!

Thumbs Up to You

Date: _____

Dear _____,

Body: We are studying workers and career paths. You work as a _____,
which fits in the _____ Career Path. I have observed these workers doing
_____, _____, _____
for our community. I want you to know that I appreciate ...

Thumbs-Up and Thank You for doing your job well.

Student's Name

School

City, State, Zip Code

COURSE INTRODUCTION:**Career Development**

The units in career development are designed to assist students in developing the knowledge and skills to make sound decisions about their educational and career goals. Recognizing the career development is a life-long process, these units build around the concepts of career awareness in the elementary grades, career exploration at the middle school level, and planning and decision making at the high school level. The ultimate outcome is that all students will develop and maintain a rigorous and relevant personal plan of study that will guide them into a successful post-secondary transition. The three major areas covered are:

Applying career exploration and planning skills in the achievement of life career goals.

Major Points: This area includes individual planning skills as vital learning for K-12 students. Career exploration and planning skills are developmental in nature and build upon each of the other domains. Career exploration emphasizes the dignity and necessity of all work and workers; the role of preferences and skills in job satisfaction and the concept of a “balanced life.” Included will be the inter-relationship of all parts of one’s life (e.g. family, community, work, and personal interests) across the life span. The concept of life career planning emphasizes the integration of knowledge and understanding of skills required in the world of work and daily living.

Knowing where and how to obtain information about the world of work and post-secondary training/education.

Major Points: This area is intended to help K-12 students know how to seek information that is credible, age-appropriate, and unbiased. Students will be provided with systematic and sequential opportunities to learn about and understand the level of preparation required for various occupations (e.g., apprenticeships, career and technical education, 4-year/2-year college or university, and the military). Knowledge, skill and understanding will include the kinds of career information resources available (e.g., print/electronic/personal interviews) and how to access the information independently. The purpose is to add to the individual’s ability to be an advocate for self.

Applying skills for career readiness and success.

Major Points: Employment readiness is considered to be developmental in nature and includes helping K-12 students develop individual skills of: responsibility taking, dependability, punctuality, integrity, self-management and effort. In addition, employment readiness skills include appreciation and respect for other’s differences and the ability to work effectively as a team member to accomplish the goals of the organization. These are the skills that contribute to work performance and add value to one’s contribution in the classroom and in the workplace.

UNIT DESCRIPTION: Making Connections		SUGGESTED UNIT TIMELINE: 2 Lessons				
Students will make the connection between activities and interests and future careers, connections between jobs and the academic skills necessary for those jobs, connections between/among all work and workers.		CLASS PERIOD (min.): 30 minutes each				
ESSENTIAL QUESTIONS:						
1. What is the relationship between strengths, interests, and careers?						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will identify at least two new activities and interests to explore.		CD.7.A.02: Identify new activities and interests to explore. CD.7.B.02: Identify the academic skills necessary for workers in the six (6) career paths. CD.7.C.02: Explain the importance of jobs and workers in the community.		RF.2.3 W.2.2 W.2.8 SL.2.1 SL.2.2 SL.2.3 SL.2.4 SL.2.6 L.2.1 L.2.2 L.2.3 L.2.4 L.2.5 L.2.6	CD A. Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions. CD C. Students will understand the relationship between training and the world of work.	DOK Level - 1 DOK Level - 2 DOK Level - 2
2. The student will be able to identify at least two academic skills necessary for workers in each of the six Career Paths.		CD.7.A.02 CD.7.B.02 CD.7.C.02		RF.2.3 W.2.2 W.2.8 SL.2.1 SL.2.2 SL.2.3 SL.2.4 SL.2.6 L.2.1 L.2.2 L.2.3	CD A CD C	DOK Level – 1 DOK Level – 2 DOK Level - 2

				L.2.4 L.2.5 L.2.6		
3. The student will list at least three reasons that jobs and workers are important in the community.		CD.7.A.02 CD.7.B.02 CD.7.C.02		RF.2.3 W.2.2 W.2.8 SL.2.1 SL.2.2 SL.2.3 SL.2.4 SL.2.6 L.2.1 L.2.2 L.2.3 L.2.4 L.2.5 L.2.6	CD A CD C	DOK Level – 1 DOK Level – 2 DOK Level - 2
<p>ASSESSMENT DESCRIPTIONS*: The following formative assessment from lesson 3 of this unit will be used as the summative unit assessment. Performance Task: Students will write a friendly letter of appreciation to a community worker including:</p> <ul style="list-style-type: none"> relationship of job to a career path. skills students observes worker using. the importance of worker and his or her job to the community. 						
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)					
	<input checked="" type="checkbox"/> Direct <input type="checkbox"/> Indirect <input checked="" type="checkbox"/> Experiential <input type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction					
1	See: Lesson #1: Connecting the Dots: Activities/Interests to Careers					
2	Lesson #2: Connecting the Dots: Linking Academic Skills to the Career Paths					
3	Lesson #3: Connecting the Dots: Workers and Their Importance					
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)					
1	See: Lesson #1: Connecting the Dots: Activities/Interests to Careers					

2 3	Lesson #2: Connecting the Dots: Linking Academic Skills to the Career Paths Lesson #3: Connecting the Dots: Workers and Their Importance				
	<u>Direct:</u> <input type="checkbox"/> Structured Overview <input type="checkbox"/> Lecture <input type="checkbox"/> Explicit Teaching <input type="checkbox"/> Drill & Practice <input type="checkbox"/> Compare & Contrast <input type="checkbox"/> Didactic Questions <input type="checkbox"/> Demonstrations <input checked="" type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking (Ls. 1,2,3)	<u>Indirect:</u> <input type="checkbox"/> Problem Solving <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input type="checkbox"/> Reflective Discussion <input type="checkbox"/> Writing to Inform <input type="checkbox"/> Concept Formation <input type="checkbox"/> Concept Mapping <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure	<u>Experiential:</u> <input type="checkbox"/> Field Trips <input checked="" type="checkbox"/> Narratives (Ls. 1,2,3) <input type="checkbox"/> Conducting Experiments <input type="checkbox"/> Simulations <input type="checkbox"/> Games <input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input type="checkbox"/> Role-playing <input type="checkbox"/> Model Building <input type="checkbox"/> Surveys	<u>Independent Study</u> <input type="checkbox"/> Essays <input type="checkbox"/> Computer Assisted Instruction <input type="checkbox"/> Journals <input type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input type="checkbox"/> Learning Activity Packages <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input type="checkbox"/> Homework <input type="checkbox"/> Research Projects <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers	<u>Interactive Instruction</u> <input type="checkbox"/> Debates <input type="checkbox"/> Role Playing <input type="checkbox"/> Panels <input checked="" type="checkbox"/> Brainstorming (Ls. 1,2,3) <input type="checkbox"/> Peer Partner Learning <input type="checkbox"/> Discussion (Ls. 1,2,3)j <input type="checkbox"/> Laboratory Groups <input type="checkbox"/> Think, Pair, Share <input type="checkbox"/> Cooperative Learning <input type="checkbox"/> Jigsaw <input type="checkbox"/> Problem Solving <input type="checkbox"/> Structured Controversy <input type="checkbox"/> Tutorial Groups <input type="checkbox"/> Interviewing <input type="checkbox"/> Conferencing
UNIT RESOURCES: Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/ ASCA National Standards for Students (ASCA), accessed June 11, 2013, from http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf					

Unit #1 Title: What Work Do Adults Do In Our Community?	Grade Level: 2
Number of Lessons in Unit: 3	
Time Required: 30 minute Lessons	
Lesson Titles:	
Lesson #1: All Around the Neighborhood – Part 1	
Materials and Preparation Requirements:	
Map and/or outline of community (This map may be made by the counselor with generic looking stores for the businesses or a map may be obtained from a local agency such as a visitor center or the Chamber of Commerce.)	
Activity Sheet: <i>What Adults Do at Work: Information Gathering Notebook</i> copies for each student – they will make a booklet for taking notes.	
Lesson #2: All Around the Neighborhood – Part 2	
Materials and Preparation Requirements:	
Activity Sheet: <i>Worker Silhouette</i> (for each student).	
Alternative idea: Draw life-size outlines of students and have students work in teams to complete project in #3 of this lesson.	
Lesson #3: All Around the Neighborhood – Part 3	
Materials and Preparation Requirements:	
Completed Activity Sheet: <i>Worker Silhouettes</i> Each student completed as a part of Lesson 2.	
Writing paper for narrative description of workers	
Map completed in Lesson 1	
Missouri Comprehensive Guidance and Counseling Big Idea:	
CD.8: Knowing Where and How To Obtain Information About The World Of Work And Post-Secondary Training/Education	
Grade Level Expectations (GLEs):	
CD.8.A.02: Identify and compare roles and responsibilities of workers within the community. (DOK Level – 2)	
CD.8.B.02: Identify the skills needed by the workers in the community. (DOK Level – 2)	
American School Counselor Association (ASCA) National Standard:	
Career Development	
C. Students will understand the relationship between personal qualities, education, training and the world of work.	

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom
	Goal 3: Recognize and solve problems

X	Goal 4: Make decisions and act as responsible members of society
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This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	4. Writing formally and informally
Mathematics	
X Social Studies	6. Relationships of the individual and groups to institutions and culture traditions
Science	
Health/Physical Education	
X Fine Arts	1. Process and techniques for the production, exhibition, or performance of one or more of the visual or performed arts

Unit Essential Questions:

Why are roles, responsibilities, and skills important in the world of work?

Unit Measurable Learning Objectives:

The student will identify and compare the roles and responsibilities of two workers (jobs) in their community.
The student will identify and compare skills of two workers (jobs) in their community.

Unit Instructional Strategies/Instructional Activities:

<input checked="" type="checkbox"/> Direct (Structured Overview, Guided & Shared – reading, listening, viewing, thinking)
<input type="checkbox"/> Indirect
<input type="checkbox"/> Experiential
<input checked="" type="checkbox"/> Independent study (Learning Logs)
<input checked="" type="checkbox"/> Interactive Instruction (Brainstorming, Interviewing)

Unit Summative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will illustrate the roles and responsibilities of community workers and describe the skills needed to do the jobs verbally or in writing.

Brief Summary of Unit: Brief Summary of Unit:

The focus in second grade is on gathering information about community workers. Students will be discovering information about the world of work and workers within the community.
Process: Students will gather information through classroom activities and observing and talking with community workers. The three lessons focus on gathering information about the roles, responsibilities, and skills of community workers. The importance of all workers and their responsibilities continues to be an emphasis.
Throughout the unit, brainstorming is utilized as a means of generating ideas. Students will

observe workers and participate in discussions. One lesson includes a discussion of the consequences of the school worker not doing the job correctly or at all, thus, introducing the concept of the value of all work while focusing on the roles, responsibilities and skills of workers.

Unit #1 Title: What Work Do Adults Do In Our Community?	
Lesson Title: All Around the Neighborhood – Part 1	Lesson: 1 of 3
Grade Level: 2	
Length of Lesson: 30 minutes	
Missouri Comprehensive Guidance and Counseling Big Idea: CD.8: Knowing Where and How To Obtain Information About The World Of Work And Post-Secondary Training/Education	
Grade Level Expectations (GLEs): CD.8.A.02: Identify and compare roles and responsibilities of workers within the community. CD.8.B.02: Identify the skills needed by workers in the community.	
American School Counselor Association (ASCA) National Standard: Career Development C: Student will understand the relationship between personal qualities, education, training and the world of work.	

Materials (include activity sheets and/ or supporting resources)

Map and/or outline of community (This map may be made by the counselor with generic looking stores for the businesses or a map may be obtained from a local agency such as a visitor center or the Chamber of Commerce or downloaded from the internet.) Activity Sheet: <i>“What Adults Do at Work: Information Gathering Notebook”</i> copies for each student – they will make booklet.

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	4. Writing formally and informally
Mathematics	
X Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
Science	
Health/Physical Education	
Fine Arts	

Enduring Life Skill(s)

	Perseverance		Integrity		Problem Solving
	Courage	X	Compassion	X	Tolerance
X	Respect		Goal Setting		

Lesson Measurable Learning Objectives:

<p>The student will identify and compare the roles and responsibilities of two workers (jobs) in their community.</p> <p>The student will identify and compare skills of two workers (jobs) in their community.</p>

Lesson Formative Assessment (acceptable evidence):

<p>Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.</p> <p>The student will illustrate the roles, responsibilities, and skills of community members and write a paragraph that summarizes the importance of those roles, responsibilities, and skills.</p>
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Lesson Preparation

<p>Essential Questions: How do a person’s skills impact his/her roles and responsibilities in the community?</p> <p>Engagement (Hook): Show the map of the businesses in the local community. Note: The definition of community will depend upon your local area and the mobility of families, e.g., rural community may require families to travel to businesses and shopping areas in different parts of the county while families in a suburban area may be able to do business and shop in their town and urban families may rely on public transportation for mobility.</p>
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Procedures

<p>Instructor Procedures/Instructional Strategies:</p> <ol style="list-style-type: none"> 1. Post the map where all students can see it. Tell the students that they will be investigating what the people do when they go to work in the community. “Today, we are going to start by thinking of all the workers we can in our local community.” As the students brainstorm the list of possible workers, record them on the map. 2. Guide the students to think about the roles of community workers. “Let’s choose one of these people to talk about for a little bit. 	<p>Student Involvement/Instructional Activities:</p> <ol style="list-style-type: none"> 1. Students verbally brainstorm the businesses in the local community. Some possible answers include: grocery store clerk, gas station attendant, chef, food server, police officer, fire fighter, hair stylist, physician, nurse, postal worker. 2. Students respond that the role of the police officer is to keep people safe and to maintain order in the community.
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<p>What is the role of the police officer?"</p> <ol style="list-style-type: none"> 3. Guide students to think about the responsibilities of community workers. "Let's continue to talk about the police officer. What are the responsibilities of a police officer?" 4. The counselor then says, "Let's think about what would happen if we did not have police officers working in the community. Would we be able to get along without someone doing the work?" Relate to the importance of all workers doing their jobs and doing them well. <p><i>Note: Two important concepts are emerging as a part of students' enduring understanding: 1--The importance of all work and 2--The importance of all workers doing their jobs responsibly.</i></p> <ol style="list-style-type: none"> 5. Hand out Activity Sheet: <i>What Adults Do At Work: Information Gathering Notebook</i> Demonstrate for students how to put notebook together (see activity sheet). 6. Close lesson by asking students to investigate the work people do in the community. Introduce the idea of taking notes by asking them to write words in their information gathering notebooks about the workers they see. Tell students that you will be anxious to learn from their investigations and information gathering and will be eager to see their notes during the next lesson. Ask several to tell you what they will be doing between now and their next guidance lesson. 	<ol style="list-style-type: none"> 3. Students respond with the police officer's responsibilities. 4. Students respond with their ideas. 5. Students will construct their information gathering notebooks. 6. Students will volunteer and identify at least one community worker about whom they will make notes to remember important ideas.
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Teacher Follow-Up Activities

Ask classroom teacher to follow-through by reminding students to write information they have gathered in their *Information Gathering Notebooks* and to have the notebooks for use during the next classroom guidance lesson.

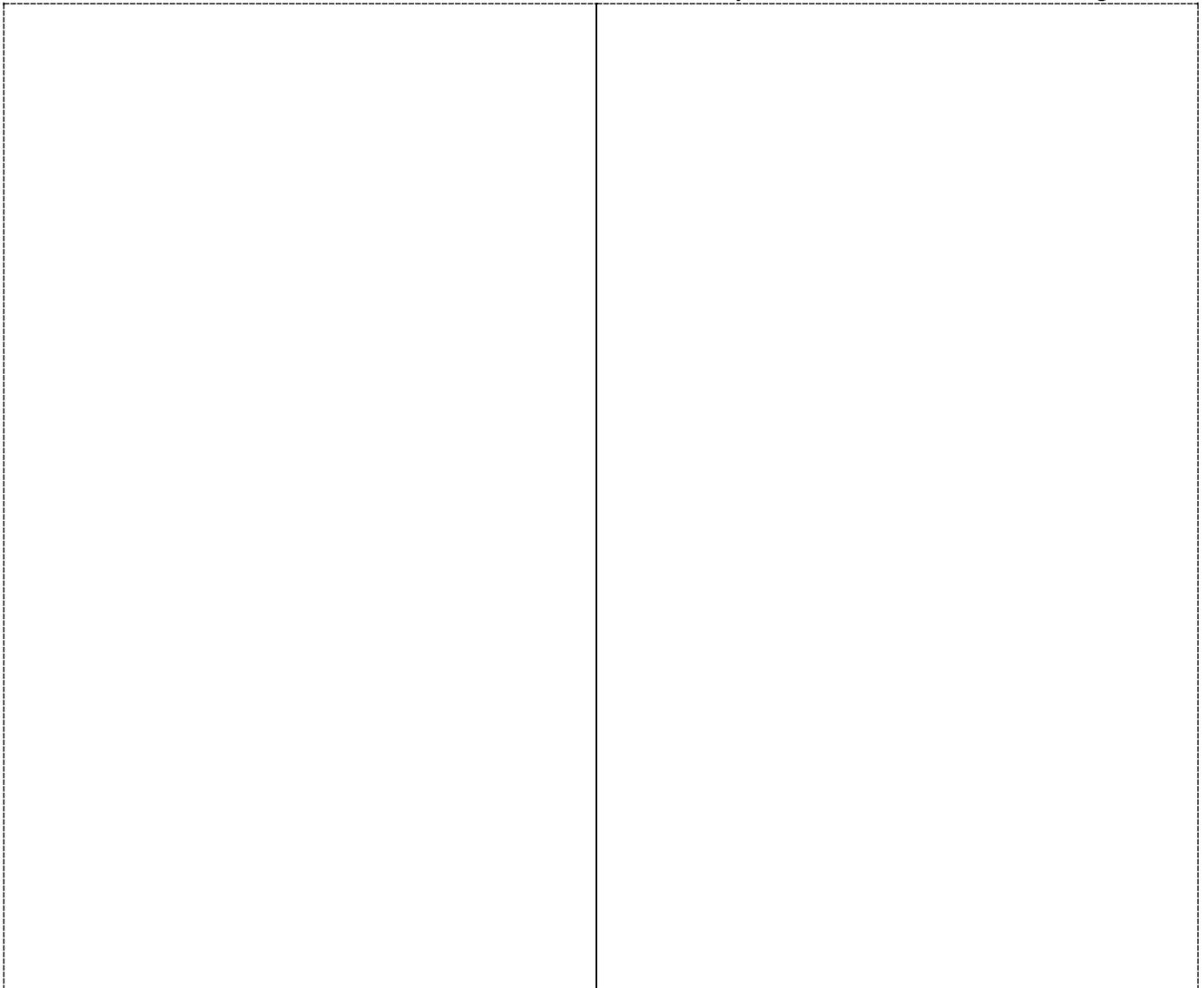
Counselor reflection notes (completed after the lesson)

Back cover

What Adults Do at Work: Information Gathering Notebook



This notebook belongs to:



Cut on dotted lines; fold on solid lines

Unit #1 Title: What Work Do Adults Do In Our Community?	
Lesson Title: All Around the Neighborhood – Part 2	Lesson: 2 of 3
Grade Level: 2	
Length of Lesson: 30 minutes	
Missouri Comprehensive Guidance and Counseling Big Idea: CD.8: Knowing Where and How To Obtain Information About The World Of Work And Post-Secondary Training/Education	
Grade Level Expectations (GLEs): CD.8.A.02: Identify and compare roles and responsibilities of workers within the community. CD.8.B.01: Identify the skills needed by workers in the community.	
American School Counselor Association (ASCA) National Standard: Career Development C: Student will understand the relationship between personal qualities, education, training and the world of work.	

Materials (include activity sheets and/ or supporting resources)

Activity Sheet: “ <i>Worker Silhouette</i> ” for each student. Alternative idea: Draw life-size outlines of students and have students work in teams to complete project in # 3 of this lesson.

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	4. Writing formally and informally
Mathematics	
X Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
Science	
Health/Physical Education	
Fine Arts	

Enduring Life Skill(s)

	Perseverance		Integrity		Problem Solving
	Courage	X	Compassion	X	Tolerance
X	Respect		Goal Setting		

Lesson Measurable Learning Objective:

The student will identify and compare the roles and responsibilities of two workers (jobs) in their community.
 The student will identify and compare skills of two workers (jobs) in their community.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
 Students will illustrate the roles, responsibilities, and skills of community members on a silhouette of a worker and write a paragraph that summarizes the importance of those roles, responsibilities, and skills. The completed silhouettes and paragraphs will be bound in a classroom book.

Lesson Preparation

Essential Questions:

How do a person’s skills impact his/her roles and responsibilities in the community?

Engagement (Hook):

Arrive in classroom with magnifying glass; search classroom as if looking for clues. Make comments that suggest you are looking for information about Community Workers. Fumble around a bit and ask students if they can help –guiding them to share the notes they have taken about the world of community workers.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<ol style="list-style-type: none"> Motivate students’ memories by asking what they remember from the last session you had together. Guide them to remember talking about workers in the community. Continue by saying: “Let’s review what we talked about regarding the police officer. What is the role of the police officer? What is the responsibility of the police officer? What would happen if the police officer was not there to do law enforcement work in our community?” Guide the students to begin thinking of the skills of the community workers. (Review with the students what a skill is – see above in the essential questions.) “Let’s continue to talk about the police officer. What are the skills that a police officer needs to do the job?” 	<ol style="list-style-type: none"> All students will respond in some way – either by sharing with a partner or by volunteering in the large group. Students respond with skills relevant to police officer’s skills.

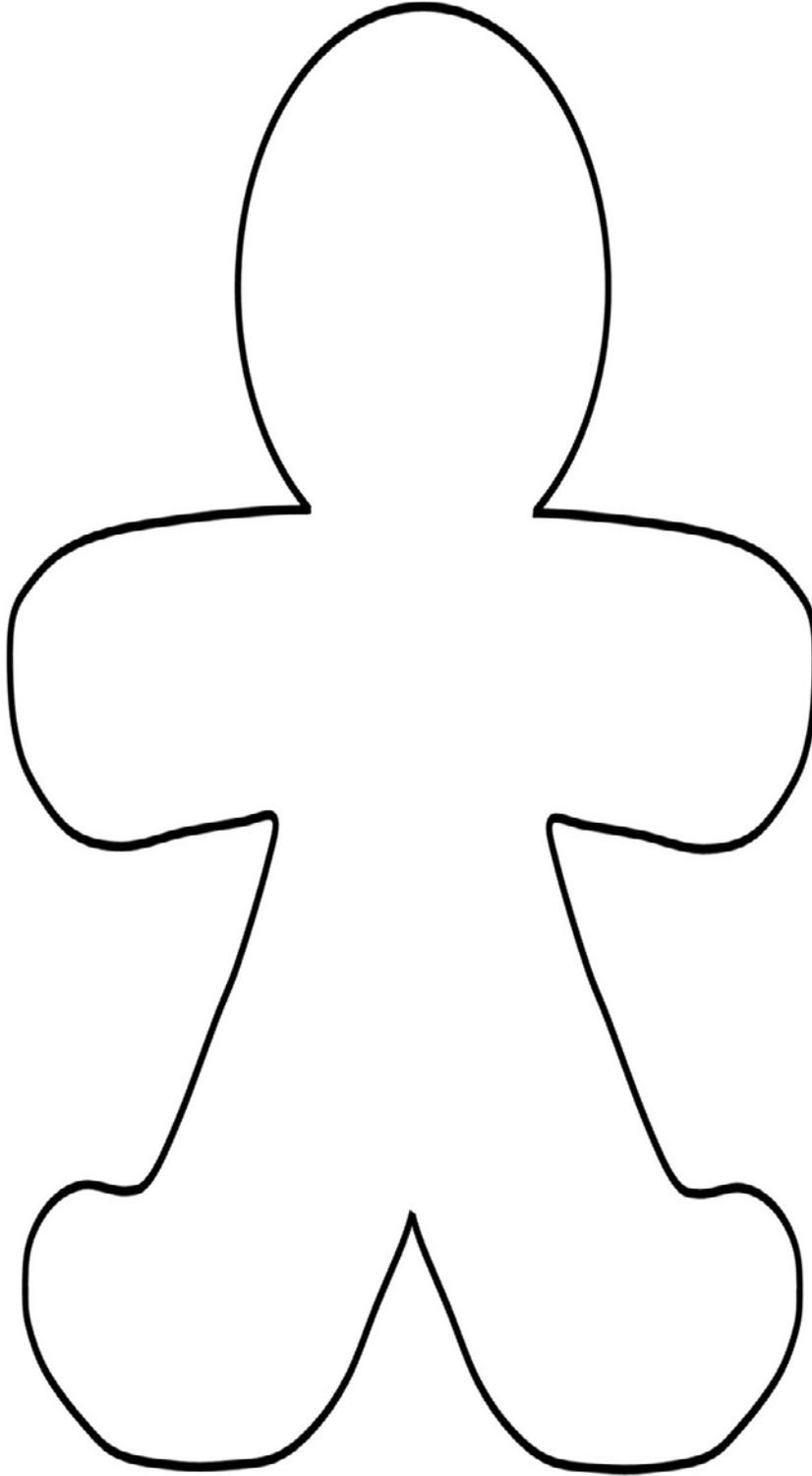
<p>3. Begin the activity with the students. Say something like: “Each of you will be given a blank silhouette; that silhouette will represent one of our community workers. (Options: 1. let students choose the workers they want to represent, 2. have students use one of the workers they included in the information gathering notebooks, or 3. assign the worker so that a broad range of workers is represented.)</p> <p>Continue by saying “Each of you will be illustrating this worker with the appropriate clothing or uniforms. You will include the roles, responsibilities, and skills that this worker possesses on or around the silhouette. You may use pictures and/or words to represent the roles, responsibilities, and skills of your worker.”</p> <p><i>Note: You may want to have a sample silhouette completed so students will have a visual representation of what they are to do.</i></p> <p>4. Continue by saying “Once again you have done a great job of investigating people and their work. The next time I come back, we will write a description of your worker.” Collect the silhouettes for use during the next session.</p>	<p>3. Students will identify “their” community workers and complete the silhouettes.</p> <p>4. Students return completed silhouettes to the counselor.</p>
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Teacher Follow-Up Activities

Ask teachers to continue to encourage students to gather information and take notes in their *Information Gathering Notebooks*. The teacher may wish to hang the silhouettes up in the classroom.

Counselor reflection notes (completed after the lesson)

Activity Sheet: Worker Silhouette



<p>Unit #1 Title: What Work Do Adults Do In Our Community?</p> <p>Lesson Title: All Around the Neighborhood – Part 3 Lesson 3 of 3</p> <p>Grade Level: 2</p> <p>Length of Lesson: 30 minute</p> <p>Missouri Comprehensive Guidance and Counseling Big Idea: CD.8: Knowing Where and How To Obtain Information About The World Of Work And Post-Secondary Training/Education</p> <p>Grade Level Expectations (GLEs): CD.8.A.02: Identify and compare roles and responsibilities of workers within the community. CD.8.B.02: Identify the skills needed by workers in the community.</p> <p>American School Counselor Association (ASCA) National Standard: Career Development C: Student will understand the relationship between personal qualities, education, training and the world of work.</p>
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Materials (include activity sheets and/ or supporting resources)

<p>Activity Sheet: <i>Worker Silhouettes</i> completed by each student in Lesson 2. Writing paper for narrative description of workers Map completed in Lesson 1</p>
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Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)	Specific Skill(s)	
X	Communication Arts	4. Writing formally and informally
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
	Health/Physical Education	
X	Fine Arts	1. Process and techniques for the production, exhibition, or performance of one or more of the visual or performed arts

Enduring Life Skill(s)

	Perseverance		Integrity		Problem Solving
	Courage	X	Compassion	X	Tolerance
X	Respect		Goal Setting		

Lesson Measurable Learning Objective:

The student will identify and compare the roles and responsibilities of two workers (jobs) in their community.
 The student will identify and compare skills of two workers (jobs) in their community.

Lesson Formative Assessment (acceptable evidence):

**Assessment should relate to the performance outcome for goals, objectives and GLEs .
 Assessment can be question answer, performance activity, etc.**
 The student will illustrate the roles, responsibilities, and skills of community members and write a paragraph that summarizes the importance of those roles, responsibilities, and skills.

Lesson Preparation

Essential Questions:
 How do a person’s skills impact his/her roles and responsibilities in the community?

Engagement (Hook):
 Arrive in classroom with magnifying glass; search classroom as if looking for clues. Post map created in Lesson 1.

Procedures

<p>Instructor Procedures/Instructional Strategies:</p> <ol style="list-style-type: none"> 1. Return the completed silhouettes and give writing paper to the students. Tell them that the next step in the investigation of workers is to write descriptions of the community workers. 2. Guide students in writing a brief narrative explaining the importance of this community worker’s roles, responsibilities, and skills. 3. In groups of 6 (ideally, each student will represent one career path), ask students to verbally present their silhouettes, (Presentation may be to the entire class or to small groups.) Use the community map to help students identify where the workers work. Consider displaying the map and the silhouettes – using yarn to connect the 	<p>Student Involvement/Instructional Activities:</p> <ol style="list-style-type: none"> 1. Working independently, students review the characteristics of their community worker and prepare to write their narratives. 2. Students will write a narrative including the importance of their community worker’s role, responsibilities and skills. 3. Students will use a 2-minute (friendly) persuasive argument to introduce the importance of their community worker to the class.
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<p>workers with their work sites.</p> <p>4. When all other activities have been completed, bind the completed Worker Silhouettes and narrative descriptions into a classroom book: <i>Important Discoveries – The Importance of Workers’ Roles, Responsibilities, and Skills</i>. Compliment the students on the thoroughness of their investigative work about community workers.</p>	<p>4. Students will work with the students in their small groups to organize their silhouettes and narratives in preparation for binding all silhouettes and narratives into a classroom book.</p>
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Teacher Follow-Up Activities

Work with teachers to post the silhouettes and narrative descriptions. This would be an excellent display for the business and community appreciation day (if the school sponsors such an event – If not, consider initiating one.).

Counselor reflection notes (completed after the lesson)

COURSE INTRODUCTION:**Career Development**

The units in career development are designed to assist students in developing the knowledge and skills to make sound decisions about their educational and career goals. Recognizing the career development is a life-long process, these units build around the concepts of career awareness in the elementary grades, career exploration at the middle school level, and planning and decision making at the high school level. The ultimate outcome is that all students will develop and maintain a rigorous and relevant personal plan of study that will guide them into a successful post-secondary transition. The Three major areas covered are:

Applying career exploration and planning skills in the achievement of life career goals.

Major Points: This area includes individual planning skills as vital learning for K-12 students. Career exploration and planning skills are developmental in nature and build upon each of the other domains. Career exploration emphasizes the dignity and necessity of all work and workers; the role of preferences and skills in job satisfaction and the concept of a “balanced life.” Included will be the inter-relationship of all parts of one’s life (e.g. family, community, work, and personal interests) across the life span. The concept of life career planning emphasizes the integration of knowledge and understanding of skills required in the world of work and daily living.

Knowing where and how to obtain information about the world of work and post-secondary training/education.

Major Points: This area is intended to help K-12 students know how to seek information that is credible, age-appropriate, and unbiased. Students will be provided with systematic and sequential opportunities to learn about and understand the level of preparation required for various occupations (e.g., apprenticeships, career and technical education, 4-year/2-year college or university, and the military). Knowledge, skill and understanding will include the kinds of career information resources available (e.g., print/electronic/personal interviews) and how to access the information independently. The purpose is to add to the individual’s ability to be an advocate for self.

Applying skills for career readiness and success.

Major Points: Employment readiness is considered to be developmental in nature and includes helping K-12 students develop individual skills of: responsibility taking, dependability, punctuality, integrity, self-management and effort. In addition, employment readiness skills include appreciation and respect for other’s differences and the ability to work effectively as a team member to accomplish the goals of the organization. These are the skills that contribute to work performance and add value to one’s contribution in the classroom and in the workplace.

UNIT DESCRIPTION: What Work Do Adults Do In Our Community? The focus in second grade is on gathering information about community workers. Students will be discovering information about the world of work and workers within the community.		SUGGESTED UNIT TIMELINE: 3 Lessons CLASS PERIOD (min.): 30 minutes each				
ESSENTIAL QUESTIONS: 1. Why are roles, responsibilities, and skills important in the world of work? 2. How do a person’s skills impact his/her roles and responsibilities in the community?						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will identify and compare the roles and responsibilities of two workers (jobs) in their community.		CD.8.ADO.02: Identify and compare roles and responsibilities of workers within the community. CD.8.B.02: Identify the skills needed by the workers in the community.		RF.2.3 W.2.1 W.2.2 W.2.5 W.2.7 W.2.8 SL.2.1 SL.2.2 SL.2.3 SL.2.4 L.2.1 L.2.2 L.2.3 L.2.4 L.2.5 L.2.6	CD C. Students will understand the relationship between personal qualities, education, training and the world of work.	DOK Level – 2
2. The student will identify and compare skills of two workers (jobs) in their community.		CD.8.ADO.02 CD.8.B.02:		RF.2.3 W.2.1 W.2.2 W.2.5 W.2.7 W.2.8 SL.2.1 SL.2.2 SL.2.3 SL.2.4 SL.2.6	CD C	DOK Level – 2

				L.2.1 L.2.2 L.2.3 L.2.4 L.2.5 L.2.6		
ASSESSMENT DESCRIPTIONS*:						
Students will illustrate the roles and responsibilities of community workers and describe the skills needed to do the jobs verbally or in writing.						
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)					
	<input checked="" type="checkbox"/> Direct <input type="checkbox"/> Indirect <input checked="" type="checkbox"/> Experiential <input checked="" type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction					
1 2	See Lessons: Lesson #1: All Around the Neighborhood – Part 1 Lesson #2: All Around the Neighborhood – Part 2 Lesson #3: All Around the Neighborhood – Part					
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)					
1 2	See Lessons: Lesson #1: All Around the Neighborhood – Part 1 Lesson #2: All Around the Neighborhood – Part 2 Lesson #3: All Around the Neighborhood – Part 3					
	<u>Direct:</u> <input checked="" type="checkbox"/> Structured Overview (Ls. 1,2)	<u>Indirect:</u> <input type="checkbox"/> Problem Solving <input type="checkbox"/> Case Studies	<u>Experiential:</u> <input type="checkbox"/> Field Trips <input checked="" type="checkbox"/> Narratives (Ls.3)	<u>Independent Study</u> <input type="checkbox"/> Essays <input type="checkbox"/> Computer Assisted	<u>Interactive Instruction</u> <input type="checkbox"/> Debates <input type="checkbox"/> Role Playing	

<input type="checkbox"/> Lecture <input type="checkbox"/> Explicit Teaching <input type="checkbox"/> Drill & Practice <input type="checkbox"/> Compare & Contrast <input type="checkbox"/> Didactic Questions <input type="checkbox"/> Demonstrations <input checked="" type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking (Ls. 1,2,3)	<input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input type="checkbox"/> Reflective Discussion <input type="checkbox"/> Writing to Inform <input type="checkbox"/> Concept Formation <input type="checkbox"/> Concept Mapping <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure	<input type="checkbox"/> Conducting Experiments <input type="checkbox"/> Simulations <input type="checkbox"/> Games <input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input type="checkbox"/> Role-playing <input type="checkbox"/> Model Building <input type="checkbox"/> Surveys	Instruction <input type="checkbox"/> Journals <input checked="" type="checkbox"/> Learning Logs (Ls 1) <input type="checkbox"/> Reports <input type="checkbox"/> Learning Activity Packages <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input type="checkbox"/> Homework <input type="checkbox"/> Research Projects <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers	<input type="checkbox"/> Panels <input checked="" type="checkbox"/> Brainstorming (Ls. 1,2) <input type="checkbox"/> Peer Partner Learning <input type="checkbox"/> Discussion <input type="checkbox"/> Laboratory Groups <input type="checkbox"/> Think, Pair, Share <input checked="" type="checkbox"/> Cooperative Learning (Ls. 3) <input type="checkbox"/> Jigsaw <input type="checkbox"/> Problem Solving <input type="checkbox"/> Structured Controversy <input type="checkbox"/> Tutorial Groups <input checked="" type="checkbox"/> Interviewing (Ls.1) <input type="checkbox"/> Conferencing
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UNIT RESOURCES:

Common Core State Standards (CCSS), accessed May 17, 2013, from <http://www.corestandards.org/>

ASCA National Standards for Students (ASCA), accessed June 11, 2013, from http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf

Unit #1 Title: Personal Job Skills	Grade Level: 2
Number of Lessons in Unit: 2	
Time required for each lesson: 30 minutes	
Best time of year to implement this unit: Anytime	
Lesson Titles:	
Lesson 1: School Success	
Materials/Special Preparations Required:	
<i>I Am Wonderful</i> poem written by A. Moffatt	
Activity Sheet <i>Personal Skills for School Success</i> (one copy for each student)	
Crayons, pencils, markers	
Lesson 2: My School Job	
Materials/Special Preparations Required:	
<i>Classroom Helper Job Application</i> Activity Sheet	
Dry erase board/SMART board/other visual display	
Blank pieces of paper for several small groups	
Missouri Comprehensive Guidance and Counseling Big Idea:	
CD.9: Applying Skills for College and Career Readiness and Success	
Grade Level Expectations (GLEs):	
CD.9.A.02: Identify personal, ethical, and work habit skills needed for workers in the community. (DOK Level-2)	
CD.9.B.02: Identify and apply the steps to obtain helper jobs within the classroom. (DOK Level-3)	
American School Counselor Association (ASCA) National Standard:	
Career Development	
B. Students will employ strategies to achieve future career goals with success and satisfaction.	

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
X	Goal 2: Communicate effectively within and beyond the classroom 6. Apply communication techniques to the job search and to the workplace
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 8. Explore, prepare for, and seek educational and job opportunities

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)	Specific Skill(s)
X	6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics
	Social Studies
	Science
	Health/Physical Education
	Fine Arts

Unit Essential Questions:

Why do people need good work habits?
 Why is honesty important at work and at school?
 What makes a good helper?

Unit Measurable Learning Assessment:

The student will identify three skills he/she models in the three skill areas: personal, ethical, and work habits.
 The student will complete a classroom job application through which he/she identifies personal helper qualities and ethical behavior.

Unit Instructional Strategies/Instructional Activities:

Direct (Compare & Contrast, Guided & Sharing-Reading, Listening, Viewing, Thinking)
 Indirect (Concept Formation)
 Experiential (Surveys, Simulations)
 Independent study
 Interactive Instruction (Brainstorming, Discussion)

Unit Summative Assessment (acceptable evidence):

Summative assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc. Assessment can be question answer, performance activity, etc.
 Students will demonstrate knowledge of personal, ethical, and work habit skills for school success by completing the activity sheet.

Brief Summary of Unit:

This unit reviews basic skills in the areas of personal, ethical, and work habits. Students then compare those skills to school and job success.

Student Prior Knowledge:

What prior knowledge do students need to be successful in this unit?
 Students will need previous knowledge of personal, ethical and work habit skills.

Unit #1 Title: Personal Job Skills	
Lesson Title: School Success	Lesson: 1 of 2
Grade Level: 2	
Length of lesson: 30 minutes	
Missouri Comprehensive Guidance Standard Big Idea: CD.9: Applying Skills for College and Career Readiness and Success	
Grade Level Expectation (GLE): CD.9.A.02: Identify personal, ethical, and work habit skills needed for workers in the community.	
American School Counselor Association (ASCA) National Standard: Career Development B. Students will employ strategies to achieve future career goals with success and satisfaction.	

Materials and Resources (include handouts or supporting documents)

Poem <i>I Am Wonderful!</i> written by Annie Moffatt Activity Sheet <i>Personal Skills for School Success</i> (one copy for each child) Crayons, pencils, markers

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
X	Goal 2: Communicate effectively within and beyond the classroom 6. Apply communication techniques to the job search and to the workplace
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 8. Explore, prepare for, and seek educational and job opportunities

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)	Specific Skill(s)
X	Communication Arts
	6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics
	Social Studies
	Science
	Health/Physical Education
	Fine Arts

Enduring Life Skill(s)

	Perseverance	X	Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
X	Respect				

Lesson Measurable Learning Objectives

The student will identify three skills he/she models in each of the three skill areas: personal, ethical, and work habits.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.
 Students will demonstrate knowledge of personal, ethical, and work habit skills by indicating personal, ethical and work habit skills on an activity sheet.

Lesson Preparation

Essential Questions:
 Why do people need good work habits?
 Why is honesty important at work and at school?

Engagement: (Hook)
 The instructor will read the poem *I Am Wonderful!* and act it out.

Procedures

<p>Instructor Procedures/Instructional Strategies:</p> <ol style="list-style-type: none"> Counselor says, “I am going to read a poem called, <i>I Am Wonderful!</i> - Watch me as I act it out.” Counselor reads the poem aloud, and teaches students how to act it out. The counselor continues by saying, “I am going to say it again, this time you say with me.” The counselor says, “This poem is about <i>Personal, Ethical and Work Habit Skills.</i> Personal, ethical, and work habit skills are very important every day. Let’s say the poem together again.” The counselor continues with the discussion by saying, “These are skills that help you to be successful in school or on the job. We’ve talked a lot about personal skills...Do you know what ethical skills are? Do you know what work habit 	<p>Student Involvement/Instructional Activities:</p> <ol style="list-style-type: none"> Children listen and watch. Students watches and acts it out with counselor. Students attempt to say the poem and act it out. Students say the poem and act it out. Students give examples of ethical work habit skills (honesty, doing your own work, showing up on time) and positive work habit skills (being organized, completing work, neat work).
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<p>skills are? Instructor writes the terms on the board and continues leading discussion with student examples.</p> <p>Review these skills if they are not shared during the discussion:</p> <p>Personal Skills are skills about how a person treats themselves or others. Important personal skills: helpful, friendly, kind, caring, good listener, and compassion.</p> <p>Ethical Skills are skills a person uses when trying to do the right thing in different situations. Important ethical skills: honesty, doing the right thing, doing your own work and doing your best work.</p> <p>Work Habit Skills are skills a person uses to complete an assignment/job. Important work habit skills: neat, organized, completing work and getting work done on time.</p> <p>6. Counselor says, “Now we are going to do an activity sheet about personal, ethical and positive work habit skills. We will do the activity sheet together.</p> <p>7. The counselor facilitates discussion of each type of skill as students complete activity sheet as a group.</p> <p>For example: “Both are personal <i>choices</i>. The best answer is capital A because taking a bath and wearing clean clothes’ is a part of being healthy. You feel better when you are wearing clean clothes, too. “Wearing clean clothes” is a Personal Skill that will help you do better in school because you will look and feel better. If you did not mark capital A, erase the mark you made and make a new mark after capital A “Taking a bath and wearing clean clothes”. Then put your pencil down.</p> <p>8. The counselor reads directions aloud for Part 2 and reviews responses with the class. Correct answers will be discussed.</p> <p>9. In closing, the counselor shares that during the</p>	<p>6. Students complete activity sheets.</p> <p>7. Students will participate in discussion as they complete activity sheet as a group.</p> <p>8. Students continue to complete the activity sheet and discuss answer with the counselor and rest of the class.</p> <p>9. Students share closing comments.</p>
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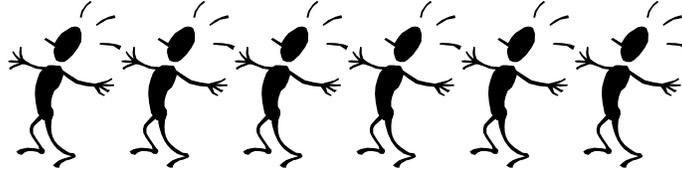
next guidance lesson the class will be discussing classroom jobs.	
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Teacher Follow-Up Activities

The teacher can write the words Personal, Ethical and Positive Work Habits on the chalkboard. Have students make a list of three skills they model in the three skill areas.
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Counselor reflection notes

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I Am Wonderful!
By Annie Moffatt and Friends

I am...
Smart
Happy
Healthy
Snappy!
(Snap fingers three times.)

I am...
Learning
Sharing
Helping
Caring!
(Cross hands over your heart.)

I am ...
Honest
Thoughtful
Tidy
Wonderful!
(Make W's with both hands-first 3 fingers and use that to accentuate each syllable of wonderful.)



Activity Sheet

Name _____

Personal, Ethical and Work Habit Skills For School Success

Part 1:

Mark an X by the *PERSONAL, ETHICAL AND WORK HABIT SKILLS* that will help you be successful in school. Choose the best one on each row.

Part 2:

Once you have completed the checklist go back over the list together with your teacher and classmates and indicate whether the skills are Personal Skills (P), Ethical Skills (E) and Work Habit Skills (WH). Discuss your answers. (Some Personal, Ethical and Work Habit skills may overlap.)

P, E, WH	Skills	Skills	P, E, WH
	A. Taking a bath and wearing clean clothes	a. Wearing dirty clothes.	
	B. Shouting out your thoughts.	b. Waiting your turn to speak.	
	C. Not listening to others talk.	c. Listening to others talk.	
	D. Looking at others when they speak.	d. Not looking at others when they speak.	
	E. Copying another person’s work.	e. Doing your own work.	
	F. Asking questions when you don’t understand your schoolwork.	f. Not understanding and sitting quietly in class.	
	G. Being bossy.	g. Asking how you can help.	
	H. Washing my hands.	h. Not washing my hands.	
	I. Completing your work on time.	i. Turning your work in late.	
	J. Not brushing my teeth.	j. Brushing my teeth.	
	K. Cheating on a test.	k. Studying for a test with a friend.	
	L. Organizing your work.	l. Having a messy desk.	
	M. Being respectful to others.	m. Being rude to others.	
	N. Keeping a promise.	n. Breaking a promise.	
	O. Using someone’s markers without permission.	o. Asking if you can borrow someone’s pencil.	

Unit #1 Title: Personal Job Skills	
Lesson Title: My School Job	Lesson: 2 of 2
Grade Level: 2	
Length of lesson: 30 minutes	
Missouri Comprehensive Guidance and Counseling Big Idea: CD.9: Applying Skills for College and Career Readiness and Success	
Grade Level Expectation (GLE): CD.9.B.02: Identify and apply the steps to obtain helper jobs within the classroom.	
American School Counselor Association (ASCA) National Standard: Career Development B. Students will employ strategies to achieve future career goals with success and satisfaction.	

Materials and Resources (include handouts or supporting documents)

Activity Sheet: <i>Classroom Helper Job Application</i> (one copy for each student) Dry erase board/SMART board/other visual display Blank pieces of paper for several small groups

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
X	Goal 2: Communicate effectively within and beyond the classroom 6. Apply communication techniques to the job search and to the workplace
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 8. Explore, prepare for, and seek educational and job opportunities

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)	Specific Skill(s)
X	Communication Arts
	6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics
	Social Studies
	Science
	Health/Physical Education
	Fine Arts

Enduring Life Skill(s)

	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
X	Respect				

Lesson Measurable Learning Objectives:

The student will complete a classroom job application through which he/she identifies personal helper qualities and ethical behavior.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.
The students will complete a job application using their knowledge of personal, ethical and work habit skills.

Lesson Preparation

Essential Questions:

What makes a good helper?

Engagement: (Hook) Counselor and another adult staff member engage in a role playing situation to show the differences between appropriate interviewing behavior and behavior that will not lead to being hired.

Procedures

<p>Instructor Procedures/Instructional Strategies:</p> <ol style="list-style-type: none"> 1. Counselor engages in a brainstorming activity in which classroom jobs are written on the dry erase board/SMART board/other visual display. The instructor will erase one of the jobs and discuss what would happen if someone quit and there was one else to do that job. What would the consequences for the classroom be? 2. The counselor divides the class into small groups. Group roles are reviewed and assigned. 3. The counselor assigns each group one of the classroom jobs from the brainstormed list on the board. The students are asked to come up with personal and work habit skills that would be important to have when assigned this job. 4. The counselor gives the class time to work and informs them that they will be sharing their ideas. 	<p>Student Involvement/Instructional Activities:</p> <ol style="list-style-type: none"> 1. The students brainstorm, listing classroom jobs such as: line leader, board eraser, paper passer, etc. 2. Students move into groups and participate in review of group roles. 3. The recorder is assigned to write down group answers on a blank piece of paper. 4. A group leader is asked to share the ideas for each job that the group came up with.
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<p>5. The counselor will hand out the <i>Classroom Helper Job Application</i> Activity Sheet and instruct the students to apply for one of the jobs listed on the board by completing the application.</p>	<p>5. Students will use their knowledge about personal, ethical and work habit skills to complete the <i>Classroom Helper Job Application</i> Activity Sheet.</p>
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Teacher Follow-Up Activities

The students turn in their job application to the teacher. The teacher reviews the job applications and gives feedback to the student. The teacher may want to assign jobs related to personal skills of the students.

Counselor reflection notes

Classroom Helper Job

2nd Grade Job Application

First Name _____

Last Name _____

Age _____ Grade _____ Date _____

Teacher's Name _____

I would like to do these classroom jobs:

I want to be a helper because

I would be a good helper because

Circle your qualities:

Honest

Responsible

Reliable

Neat

Clean

Helpful

Follows Rules

Good Listener

Kind

Teacher Use Only

COURSE INTRODUCTION:**Career Development**

The units in career development are designed to assist students in developing the knowledge and skills to make sound decisions about their educational and career goals. Recognizing the career development is a life-long process, these units build around the concepts of career awareness in the elementary grades, career exploration at the middle school level, and planning and decision making at the high school level. The ultimate outcome is that all students will develop and maintain a rigorous and relevant personal plan of study that will guide them into a successful post-secondary transition. The three major areas covered are:

Applying career exploration and planning skills in the achievement of life career goals.

Major Points: This area includes individual planning skills as vital learning for K-12 students. Career exploration and planning skills are developmental in nature and build upon each of the other domains. Career exploration emphasizes the dignity and necessity of all work and workers; the role of preferences and skills in job satisfaction and the concept of a “balanced life.” Included will be the inter-relationship of all parts of one’s life (e.g. family, community, work, and personal interests) across the life span. The concept of life career planning emphasizes the integration of knowledge and understanding of skills required in the world of work and daily living.

Knowing where and how to obtain information about the world of work and post-secondary training/education.

Major Points: This area is intended to help K-12 students know how to seek information that is credible, age-appropriate, and unbiased. Students will be provided with systematic and sequential opportunities to learn about and understand the level of preparation required for various occupations (e.g., apprenticeships, career and technical education, 4-year/2-year college or university, and the military). Knowledge, skill and understanding will include the kinds of career information resources available (e.g., print/electronic/personal interviews) and how to access the information independently. The purpose is to add to the individual’s ability to be an advocate for self.

Applying skills for college and career readiness and success.

Major Points: College and career readiness is considered to be developmental in nature and includes helping K-12 students develop individual skills of: responsibility taking, dependability, punctuality, integrity, self-management, effort, respect for other’s differences and the ability to work effectively as a team member. It is evident that college and career readiness requires both academic and personal/social skills in order to be successful in the classroom and in the workplace.

UNIT DESCRIPTION: Personal Job Skills		SUGGESTED UNIT TIMELINE: 2 Lessons				
This unit reviews basic skills in the areas of personal, ethical, and work habits. Students then compare those skills to school and job success.		CLASS PERIOD (min.): 30 minutes each				
ESSENTIAL QUESTIONS:						
<ol style="list-style-type: none"> 1. Why do people need good work habits? 2. Why is honesty important at work and at school? 3. What makes a good helper? 						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will identify three skills he/she models in the three skill areas: personal, ethical, and work habits.		CD.9.A.02: Identify personal, ethical, and work habit skills needed for workers in the community. CD.9.B.02: Identify and apply the steps to obtain helper jobs within the classroom.		RF.2.3 SL.2.1 SL.2.2 SL.2.3 SL.2.6 L.2.1 L.2.2 L.2.3 L.2.4 L.2.5 L.2.6	CD B Students will employ strategies to achieve future career goals with success and satisfaction.	DOK Level-2 DOK Level-3
2. The student will complete a classroom job application through which he/she identifies personal helper qualities and ethical behavior.		CD.9.A.02. CD.9.B.02.		RF.2.3 SL.2.1 SL.2.2 SL.2.3 SL.2.6 L.2.1 L.2.2 L.2.3 L.2.4 L.2.5 L.2.6	CD B	DOK Level-2 DOK Level-3

ASSESSMENT DESCRIPTIONS*:					
Students will demonstrate knowledge of personal, ethical, and work habit skills for school success by completing activity sheet					
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)				
	<input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <input checked="" type="checkbox"/> Experiential <input type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction				
1	See Lessons: Lesson 1: School Success				
2	Lesson 2: My School Job				
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)				
1	See Lessons: Lesson 1: School Success				
2	Lesson 2: My School Job				
	Direct: <input type="checkbox"/> Structured Overview <input type="checkbox"/> Lecture <input type="checkbox"/> Explicit Teaching <input type="checkbox"/> Drill & Practice <input checked="" type="checkbox"/> Compare & Contrast (Ls. 1, 2) <input type="checkbox"/> Didactic Questions <input type="checkbox"/> Demonstrations <input checked="" type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking (Ls. 1, 2)	Indirect: <input type="checkbox"/> Problem Solving <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input type="checkbox"/> Reflective Discussion <input type="checkbox"/> Writing to Inform <input checked="" type="checkbox"/> Concept Formation (Ls. 1, 2) <input type="checkbox"/> Concept Mapping <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure	Experiential: <input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input checked="" type="checkbox"/> Simulations (Ls. 2) <input type="checkbox"/> Games <input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input type="checkbox"/> Role-playing <input type="checkbox"/> Model Building <input checked="" type="checkbox"/> Surveys (Ls. 2)	Independent Study <input type="checkbox"/> Essays <input type="checkbox"/> Computer Assisted Instruction <input type="checkbox"/> Journals <input type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input type="checkbox"/> Learning Activity Packages <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input type="checkbox"/> Homework <input type="checkbox"/> Research Projects <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers	Interactive Instruction <input type="checkbox"/> Debates <input type="checkbox"/> Role Playing <input type="checkbox"/> Panels <input checked="" type="checkbox"/> Brainstorming (Ls. 1, 2) <input type="checkbox"/> Peer Partner Learning <input checked="" type="checkbox"/> Discussion (Ls. 1, 2) <input type="checkbox"/> Laboratory Groups <input type="checkbox"/> Think, Pair, Share <input type="checkbox"/> Cooperative Learning <input type="checkbox"/> Jigsaw <input type="checkbox"/> Problem Solving <input type="checkbox"/> Structured Controversy <input type="checkbox"/> Tutorial Groups <input type="checkbox"/> Interviewing <input type="checkbox"/> Conferencing
UNIT RESOURCES: (include internet addresses for linking)					
Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/					

ASCA National Standards for Students (ASCA), accessed June 11, 2013, from
http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf