

CARLISLE AREA SCHOOL DISTRICT
Carlisle, PA 17013

Elementary Guidance

GRADES K-3

Date of Board Approval: July 21, 2011

CARLISLE AREA SCHOOL DISTRICT

PLANNED INSTRUCTION COVER PAGE

Title of Course: Elementary Guidance Subject Area: Guidance Grade Level: K-3
Course Length: (Semester/Year): Year Duration: 45 Minutes Frequency: Once per 6 day Cycle
Prerequisites: Not Applicable Credit: Not Applicable Level: Not Applicable

Course Description/Objectives:

This guidance curriculum was developed using the American School Counselor Association National Standards for Students. Students will acquire the attitudes, knowledge and skills in three broad categories: academic development, career development and personal/social development. Academic development includes: improving academic self-concept, acquiring skills for improving learning, achieving school success, establishing and achieving academic goals and making connections between school and the world of work. Career development includes: developing career and employment readiness, acquiring career information, identifying career goals, and acquiring the knowledge and skills to achieve career goals. Personal/social development includes: acquiring self-knowledge, acquiring interpersonal skills, applying self-knowledge and acquiring personal safety skills. This guidance curriculum also utilized the PA Academic Standards for Career Education and Work.

Major Text(s)/Resources: None

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Strand: Personal/Social Development Unit: Getting Along with Others	Subject Area: Guidance	Grade: K-3
PA Academic Standards	Performance Indicators	Sample Assessments
A:A1.5 Identify and express feelings.	<ul style="list-style-type: none"> • Know the “I” message formula. • Use “I” messages to express feelings and needs. 	Counselor made tests and quizzes Demonstrations Performance assessments Portfolios Writing assignments Oral presentations Multi-media presentations
PS:A1.7 Recognize personal boundaries, rights and privacy needs.	<ul style="list-style-type: none"> • Understand that what we say and do effects others. 	
PS:A1.9 Demonstrate cooperative behavior in groups.	<ul style="list-style-type: none"> • List various methods of cooperation (sharing, working together, taking turns, compromising, listening). 	
PS:A1.9 Demonstrate cooperative behavior in groups.	<ul style="list-style-type: none"> • Work cooperatively across settings. 	
PS:A2.1 Recognize that everyone has rights and responsibilities.	<ul style="list-style-type: none"> • Know that respect is an expectation in school. 	

Strand: Personal/Social Development Unit: Getting Along with Others	Subject Area: Guidance	Grade: K-3
PA Academic Standards	Performance Indicators	Sample Assessments
PS:A2.3 Recognize, accept, respect and appreciate individual differences.	<ul style="list-style-type: none"> • Know that everyone is alike and different. • Identify outcomes of accepting or not accepting others. 	Counselor made tests and quizzes Demonstrations Performance assessments Portfolios Writing assignments Oral presentations Multi-media presentations
PS:A2.6 Use effective communications skills.	<ul style="list-style-type: none"> • Practice and apply effective communications skills. • Practice good listening skills. • Identify when self and others demonstrate good listening skills. 	
PS:A2.7 Know that communication involves speaking, listening and nonverbal behavior.	<ul style="list-style-type: none"> • Identify various types of communication: verbal, non-verbal, assertive, aggressive, passive. • Identify benefits of good listening. • List steps for listening: look, be still, think, participate, ask questions. 	
PS:A2.8 Learn how to make and keep friends.	<ul style="list-style-type: none"> • Identify levels/types of friendship: acquaintances, classmates, best friend, school friends, neighborhood friends. • Identify characteristics of good relationships with others. 	
PS:B1.2 Understand consequences of decisions and choices.	<ul style="list-style-type: none"> • Know that there are consequences when students don't show respect. • Know that there are consequences for not listening. 	

Strand: Personal/Social Development Unit: Getting Along with Others	Subject Area: Guidance	Grade: K-3
PA Academic Standards	Performance Indicators	Sample Assessments
PS:B1.6 Know how to apply conflict resolution skills.	<ul style="list-style-type: none"> • List the steps in a conflict resolution process. • Practice and apply steps in a conflict situation. 	Counselor made tests and quizzes Demonstrations Performance assessments Portfolios Writing assignments Oral presentations Multi-media presentations
	<ul style="list-style-type: none"> • Practice and use respectful behaviors across settings. • Distinguish between respectful and disrespectful behaviors. 	

Strand: Personal/Social Development Unit: Understanding Self and Others	Subject Area: Guidance	Grade: K-3
PA Academic Standards	Performance Indicators	Sample Assessments
PS:A1.1 Develop positive attitudes toward self as a unique and worthy person.	<ul style="list-style-type: none"> • Accept oneself as a unique individual. • Define self-esteem as how you feel about yourself. • Know that emotions are connected to how we think. • Understand that changing one's thinking can change one's actions. 	Counselor made tests and quizzes Demonstrations Performance assessments Portfolios Writing assignments Oral presentations Multi-media presentations
PS:A1.1 Develop positive attitudes toward self as a unique and worthy person.	<ul style="list-style-type: none"> • List factors that impact's one's self-esteem: know yourself; understand what makes you feel great; recognize the things that get you down; set goals to achieve what you want; develop trusting friendships that make you feel good; don't be afraid to ask for help; stand up for your beliefs and values; help someone else; take responsibility for your own actions; take good care of yourself. 	
PS:A1.1 Develop positive attitudes toward self as a unique and worthy person.	<ul style="list-style-type: none"> • Identify potential consequences of poor self-esteem. • Understand that when I recognize the connection between my thoughts, feelings and actions I have control over them. 	
PS:A1.5 Identify and express feelings.	<ul style="list-style-type: none"> • Know that all feelings are OK. • Know that it is OK to have more than one feeling. • Know that internal cues help you identify your feelings. 	

Strand: Personal/Social Development Unit: Understanding Self and Others	Subject Area: Guidance	Grade: K-3
PA Academic Standards	Performance Indicators	Sample Assessments
PS:A1.5 Identify and express feelings.	<ul style="list-style-type: none"> List strategies to manage one's emotions: 1) identify the emotion, 2) calm down, 3) Ask "What are my choices?", 4) choose and act, 5) try another one. 	Counselor made tests and quizzes Demonstrations Performance assessments Portfolios Writing assignments Oral presentations Multi-media presentations
PS:A1.5 Identify and express feelings.	<ul style="list-style-type: none"> Identify feelings in self and others. Distinguish between positive and negative feelings. 	
PS:A1.8 Understand the need for self-control and how to practice it.	<ul style="list-style-type: none"> Identify and manage one's emotions and behavior. Demonstrate ability to manage your emotions. 	
PS:A 1.10 Identify personal strengths and assets.	<ul style="list-style-type: none"> Know how to recognize one's own strengths. 	
PS:A2.3 Recognize, accept, respect and appreciate individual differences.	<ul style="list-style-type: none"> Develop an awareness that not everyone is good at everything. 	

Strand: Personal/Social Development Unit: Understanding Self and Others	Subject Area: Guidance	Grade: K-3
PA Academic Standards	Performance Indicators	Sample Assessments
PS:A2.6 Use effective communications skills.	<ul style="list-style-type: none"> Communicate your emotions appropriately. 	Counselor made tests and quizzes Demonstrations Performance assessments Portfolios Writing assignments Oral presentations Multi-media presentations
PS:B1.1 Use a decision-making and problem-solving model. .	<ul style="list-style-type: none"> List the steps to solve a problem: 1) identify problem, 2) identify size of problem, 3) determine if it needs to be solved now or later, 4) brainstorm choices/solutions, 5) Evaluate pros and consequences, 6) choose one and act, 7) reflect on choice, 8) repeat. 	

Strand: Personal/Social Development Unit: Personal Safety	Subject Area: Guidance	Grade: K-3
PA Academic Standards	Performance Indicators	Sample Assessments
PS:B1.6 Know how to apply conflict resolution skills.	<ul style="list-style-type: none"> Identify ways to handle a bully 1) stay in a group, 2) ignore, 3) walk away, 4) Use “I” message, 5) tell an adult, 6) stand up for self, 7) say “stop”. 	Counselor made tests and quizzes Demonstrations Performance assessments Portfolios Writing assignments Oral presentations Multi-media presentations
PS:B1.6 Know how to apply conflict resolution skills.	<ul style="list-style-type: none"> Define an upstander as one who takes action to assist the target publicly and/or privately. Utilize strategies to stop bullying behaviors. 	
PS:B1.6 Know how to apply conflict resolution skills.	<ul style="list-style-type: none"> Define a bystander as one who typically observes bullying behavior. Identify a personal safety plan. 	
PS:C1.3 Learn about the difference between appropriate and inappropriate physical contact.	<ul style="list-style-type: none"> Identify good touches as hugs and kisses from parents/siblings. Identify bad touches as pulling hair, kicking, hitting, scratching, pinching. 	
PS:C1.3 Learn about the difference between appropriate and inappropriate physical contact.	<ul style="list-style-type: none"> Define “Uh, oh” touches as touches that makes you feel bad, sad, ashamed, guilty, uncomfortable and/or when you are asked to keep a touch a secret. 	

Strand: Personal/Social Development Unit: Personal Safety	Subject Area: Guidance	Grade: K-3
PA Academic Standards	Performance Indicators	Sample Assessments
PS:C1.4 Demonstrate the ability to set boundaries, rights and personal privacy.	<ul style="list-style-type: none"> Define private body parts as those parts covered by a bathing suit. 	Counselor made tests and quizzes Demonstrations Performance assessments Portfolios Writing assignments Oral presentations Multi-media presentations

Strand: Personal/Social Development Unit: Personal Safety	Subject Area: Guidance	Grade: K-3
PA Academic Standards	Performance Indicators	Sample Assessments
PS:C 1.5 Differentiate between situations requiring peer support and situations requiring adult professional help.	<ul style="list-style-type: none"> Identify reasons why a student tattles on another: getting someone into trouble, getting attention and/or looking good. 	Counselor made tests and quizzes Demonstrations Performance assessments Portfolios Writing assignments Oral presentations Multi-media presentations
PS:C 1.5 Differentiate between situations requiring peer support and situations requiring adult professional help.	<ul style="list-style-type: none"> Identify reasons to tell: when you or someone else is physically or emotionally hurt, when property is damaged or when you have tried to solve the problem but could not. 	
PS:C 1.5 Differentiate between situations requiring peer support and situations requiring adult professional help.	<ul style="list-style-type: none"> List the benefits and consequences of telling and tattling. Distinguish between tattling and telling. 	
PS:C1.7 Apply effective problem-solving and decision-making skills to make safe and healthy choices.	<ul style="list-style-type: none"> Identify consequences of bullying. List steps to deal with bad touches and “uh, oh” touches: 1) say no, 2) go to a safe place, 3) tell an adult, 4) keep telling. 	
PS:C1.7 Apply effective problem-solving and decision-making skills to make safe and healthy choices.	<ul style="list-style-type: none"> Understand that everyone can learn ways to keep themselves and others safe. 	

Strand: Personal/Social Development Unit: Personal Safety	Subject Area: Guidance	Grade: K-3
PA Academic Standards	Performance Indicators	Sample Assessments
PS:C1.7 Apply effective problem-solving and decision-making skills to make safe and healthy choices.	<ul style="list-style-type: none"> • Identify the importance and responsibility of being an upstander. • Define bullying as repeated, intentional negative acts against another. 	Counselor made tests and quizzes Demonstrations Performance assessments Portfolios Writing assignments Oral presentations Multi-media presentations
PS:C1.7 Apply effective problem-solving and decision-making skills to make safe and healthy choices.	<ul style="list-style-type: none"> • Identify types of bullies: muscle, mouth, friend snatcher, cyber, physical, verbal. 	
PS:C1.7 Apply effective problem-solving and decision-making skills to make safe and healthy choices.	<ul style="list-style-type: none"> • Identify behaviors of a bully: hitting, kicking, spitting, teasing, name calling, gossip, rumors, exclusion. 	

Strand: Academic Development Unit: School Success	Subject Area: Guidance	Grade: K-3
PA Academic Standards	Performance Indicators	Sample Assessments
A:A1.1 Articulate feelings of competence and confidence as learners.	<ul style="list-style-type: none"> • Know that confidence is a feeling of “yes I can.” • Articulate feelings and thoughts of confidence and capability. 	Counselor made tests and quizzes Demonstrations Performance assessments Portfolios Writing assignments Oral presentations Multi-media presentations
A:A1.4 Accept mistakes as essential to the learning process.	<ul style="list-style-type: none"> • Know that everyone makes mistakes. • Know that making mistakes help us learn. • Accept and take responsibilities for mistakes. 	
A:A1.4 Accept mistakes as essential to the learning process.	<ul style="list-style-type: none"> • Explain what you learned from a mistake. Explain what you will do differently. 	
A:A1.5 Identify attitudes and behaviors that lead to successful learning.	<ul style="list-style-type: none"> • Define capable as using your skills (body and mind) to complete a task. • Understand that how you think/see/feel about yourself effects how you learn. 	
A:A1.5 Identify attitudes and behaviors that lead to successful learning.	<ul style="list-style-type: none"> • Identify ways to take responsibility for learning. 	

Strand: Academic Development Unit: School Success	Subject Area: Guidance	Grade: K-3
PA Academic Standards	Performance Indicators	Sample Assessments
A:A2.1 Apply time-management and task-management skills.	<ul style="list-style-type: none"> Identify how to get job/work done: 1) understand the directions, 2) find and organize supplies to complete work, 3) take the time to complete work, 4) find a place to complete the work, 5) return supplies, 6) put school work in proper place so you can get it when you need it. 	Counselor made tests and quizzes Demonstrations Performance assessments Portfolios Writing assignments Oral presentations Multi-media presentations
A:A2.2 Demonstrate how effort and persistence positively affect learning.	<ul style="list-style-type: none"> Understand that doing your best work requires effort and persistence. Know that a student who show effort: takes time to complete work, does work neatly, checks work, asks for help, participates in class, a student who is persistent, tries before asking for help, tries again, asks for and accepts help if needed, tries again in a different way. 	
A:A2.2 Demonstrate how effort and persistence positively affect learning.	<ul style="list-style-type: none"> Know that work that is hard requires persistence. Define persistence as working on a difficult task until you succeed. 	

Strand: Academic Development Unit: School Success	Subject Area: Guidance	Grade: K-3
PA Academic Standards	Performance Indicators	Sample Assessments
A:A3.4 Demonstrate dependability, productivity and initiative.	<ul style="list-style-type: none"> Describe a time when you have shown your best effort. 	Counselor made tests and quizzes Demonstrations Performance assessments Portfolios Writing assignments Oral presentations Multi-media presentations
A:B1.7 Become a self-directed and independent learner.	<ul style="list-style-type: none"> Understanding that students are active participants in their learning. Know that responsibility is doing what you are supposed to do when you are supposed to do it. 	
A:B1.7 Become a self-directed and independent learner.	<ul style="list-style-type: none"> Identify examples of positive and negative self-talk. Identify ways to change “can’t do” statements to positive ones. 	
A:B2.1 Establish challenging academic goals in elementary school.	<ul style="list-style-type: none"> To set a goal, the goal must be reasonable/real/realistic, measurable/doable, specific. 	
A:B2.1 Establish challenging academic goals in elementary school.	<ul style="list-style-type: none"> Know why it is important to set goals: focus, sense of accomplishment, improve self-esteem, improve learning. Identify one academic goal and work to achieve it. 	

Strand: Academic Development Unit: School Success	Subject Area: Guidance	Grade: K-3
PA Academic Standards	Performance Indicators	Sample Assessments
A:B2.4 Apply knowledge of aptitudes and interests to goal setting.	<ul style="list-style-type: none"> Explain ways that you can achieve a goal 1) Think about what you're doing, 2) Describe a time when a task might be difficult for you to do, 3) Predict or imagine what you would do to master the task in order to be successful. 	Counselor made tests and quizzes Demonstrations Performance assessments Portfolios Writing assignments Oral presentations Multi-media presentations

Strand: Career Development Unit: Interests and Strengths	Subject Area: Guidance	Grade: K-3
PA Academic Standards	Performance Indicators	Sample Assessments
13.1.A Recognize that individuals have unique interests.	<ul style="list-style-type: none"> • Understand that our strengths and interests create career opportunities. • Identify three favorite academic activities. 	Counselor made tests and quizzes Demonstrations Performance assessments Portfolios Writing assignments Oral presentations Multi-media presentations
13.1.A Recognize that individuals have unique interests.	<ul style="list-style-type: none"> • Draw a picture showing yourself doing this activity outside of school. 	

Strand: Career Development Unit: Career Exploration	Subject Area: Guidance	Grade: K-3
PA Academic Standards	Performance Indicators	Sample Assessments
13.1.F Explore how people prepare for careers.	<ul style="list-style-type: none"> Define a career as an occupation or profession followed as one's life work. 	Counselor made tests and quizzes Demonstrations Performance assessments Portfolios Writing assignments Oral presentations Multi-media presentations
13.1.F Explore how people prepare for careers.	<ul style="list-style-type: none"> Define a job as a specific task done as part of one's occupation or profession. Know that you may have many careers in your lifetime. 	
13.1.F Explore how people prepare for careers.	<ul style="list-style-type: none"> Understand that learning about many jobs helps us to know that we have career choices. 	
13.1.F Explore how people prepare for careers.	<ul style="list-style-type: none"> Identify six career pathways: 1) Arts, Technology and Communication, 2) Health Science, 3) Agriculture and Natural Resources, 4) Law and Public Safety, 5) Architecture and Construction, 6) Education and Training 	
13.1.D Identify the range of jobs available in the community.	<ul style="list-style-type: none"> List several jobs under each career pathway. Identify the best three jobs you learned about. 	

Strand: Career Development Unit: Career Exploration	Subject Area: Guidance	Grade: K-3
PA Academic Standards	Performance Indicators	Sample Assessments
13.1.D Identify the range of jobs available in the community.	<ul style="list-style-type: none"> • Identify two jobs you would like to do and why. • Identify one job you would not like to do and why. 	Counselor made tests and quizzes Demonstrations Performance assessments Portfolios Writing assignments Oral presentations Multi-media presentations

Strand: Career Development Unit: World of Work: Connecting Myself to the World of Work		Subject Area: Guidance	Grade: K-3
PA Academic Standards	Performance Indicators	Sample Assessments	
13.1.F Explore how people prepare for careers.	<ul style="list-style-type: none"> Identify a cover letter as a means of introducing yourself and your strengths and abilities to an employer. 	Counselor made tests and quizzes Demonstrations Performance assessments Portfolios Writing assignments Oral presentations Multi-media presentations	
13.1.F Explore how people prepare for careers.	<ul style="list-style-type: none"> Write a cover letter explaining why an employer should hire you for a job. Identify a “want ad” as one way employers advertise job openings. 		
13.1.F Explore how people prepare for careers.	<ul style="list-style-type: none"> Write a “want ad” for a newspaper. Know that a “want ad” tells you what strengths and abilities are needed to do the job. 		
13.1.H Explain how workers in their careers use what is learned in the classroom.	<ul style="list-style-type: none"> Identify good work habits in school. Describe ways that these work habits in school prepare you for a job. 		

Adaptations/Modifications for Students with I.E.P.s

Adaptations or modifications to this planned course will allow exceptional students to earn credits toward graduation or develop skills necessary to make a transition from the school environment to community life and employment. The I.E.P. team has determined that modifications to this planned course will meet the student's I.E.P. needs.

Adaptations/Modifications may include but are not limited to:

INSTRUCTION CONTENT

- Modification of instructional content and/or instructional approaches
- Modification or deletion of some of the essential elements

SETTING

- Preferential seating

METHODS

- Additional clarification of content
- Occasional need for one to one instruction
- Minor adjustments or pacing according to the student's rate of mastery
- Written work is difficult, use verbal/oral approaches
- Modifications of assignments/testing
- Reasonable extensions of time for task/project completion
- Assignment sheet/notebook
- Modified/adjusted mastery rates
- Modified/adjusted grading criteria
- Retesting opportunities

MATERIALS

- Supplemental texts and materials
- Large print materials for visually impaired students
- Outlines and/or study sheets
- Carbonless notebook paper
- Manipulative learning materials
- Alternatives to writing (tape recorder/calculator)