



## **Elementary Comprehensive School Counseling Curriculum**

### **School Counseling Program Mission Statement**

The Counseling Department strives to support students in achieving success while promoting the American School Counselor Association next generation research based standards that impact student achievement and academic performance. Mindsets and behaviors that play significant roles in student success fall into three categories: Academic Development, Career Development, and Social and Emotional Development. Moreover, the State of Ct. Connecticut School Counseling Mission further highlights supporting student success via individual planning and course articulation, fostering civic responsibility, and promoting college and career readiness. All of the services, activities, and accomplishments below are in keeping with these beliefs and this mission.

### **School Counseling Program Goals**

The school counseling program will focus on achievement, attendance and/or behavior goals this year. Details of activities promoting these goals are found in the curriculum, small-group and closing-the-gap action plans.

### **Overview**

A comprehensive proactive and preventative curriculum; starting with our youngest students School Counselors will assist in character education; fostering civic responsibility and kindness, bullying awareness and assist students in skill development in becoming productive and well-adjusted. Counselors will have multiple touch points with 100% of students including individual check-ins, classroom lessons, and systematic review of all student progress and establish an intervention protocol in the Counseling Dept. This will also allow for true vertical transition in terms of expanding services and supports for students as they move and grow from PK-12 in Region 14 schools.



The Region 14 comprehensive school counseling program works on four common themes in the elementary level. These themes, while repeated across elementary grade levels, grows along with our students. Below you will see examples of how the units change over time in the areas of focus in relation to the developmental phases of our students.

### ***Unit 1: Being a Good Friend and Citizen***

In lower grades the focus is on how each person has a voice, no matter how big/small the person is. Stories and discussion help students engage in conversation about how to be a good classmate and what we look for from our classmates. Good citizenship/kindness might include basic manners, defining the concept of kindness, simple acts of kindness, anti-bullying and good deeds i.e. holding the door, picking up a paper on the floor for another student.

In the upper grades the focus is on how we treat others and how we want to be treated. We discuss the impact of words on others and their lasting impact and that we cannot take them back once they are out there. (More in depth acts of kindness; concepts such as volunteerism, fundraising, charity, and civic organizations)

### ***Unit 2: Being a Successful Student***

In the lower grades this might include HW completion, how to pay attention, listening skills, and how to ask a questions, study environment, and personal space. Discussions and activities reflect why all of these are important and how they help students find success in school.

In the upper grades, we focus on time management, strategies if you are weak in a subject; tutoring, practice, alternate strategies-illustrated notes, the importance of following directions, how to minimize distractions in class, and the steps to thoughtful problem solving. Students are given time to work through these skills with activities that clearly demonstrate their understanding of the topic.

### ***Unit 3: Career Development***

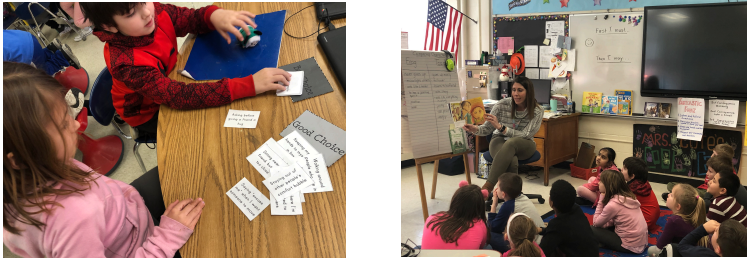
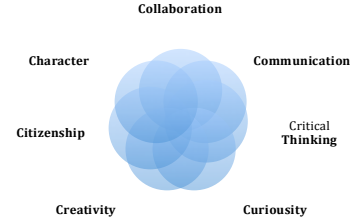
In lower grades this includes identifying the basic concept of what a job is, jobs within the school and local community that students witness. Identifying the concept of what college is; the purpose it serves relative to careers.

In the upper grades this expands to include one's interests and abilities and the careers that relate to those personal strengths and interests, as well as examining aspects of different jobs and the education required to attain certain jobs/careers.

#### ***Unit 4: Thoughts, Emotions, Decisions***

Lower grades work on decision making in certain situations i.e. you see two friends arguing, what do you do? Identifying emotions and feelings in self and others and how our behaviors affect the feelings of others. Concepts such as expected and unexpected behaviors are introduced.

Upper grades dive deeper into emotions, examining body language, tone, personal goal setting, and more advanced conflict resolution skills.

Content Area	School Counseling	Grade Level: PK-2
	<b>R14 The Seven Cs of Learning</b> 	
Unit Titles	Length of Unit	
<ul style="list-style-type: none"> <li>“Being a Good Citizen and Friend”</li> </ul>	<ul style="list-style-type: none"> <li>Quarter 1/On-going</li> </ul>	
<ul style="list-style-type: none"> <li>Academic Development - (Student Success Skills) “Being a Successful Student”</li> </ul>	<ul style="list-style-type: none"> <li>Quarter 2/On-going</li> </ul>	
<ul style="list-style-type: none"> <li>Career Development -(College and Career Exploration) “What Can I Be?” Social and Emotional Development - (Bullying/Kindness)</li> </ul>	<ul style="list-style-type: none"> <li>Quarter 3/On-going</li> </ul>	
<ul style="list-style-type: none"> <li>Social and Emotional Development -(Self Management) “Thought, Emotions, and Decisions”</li> </ul>	<ul style="list-style-type: none"> <li>Quarter 4/ongoing</li> </ul>	

Counseling Standards: <https://portal.ct.gov/-/media/SDE/Special-Education/counseling.pdf>





Strands	Course Level Expectations
<b>Academic</b>	<ul style="list-style-type: none"> <li>• Students will demonstrate what is needed to be successful in school.</li> <li>• Students will demonstrate understanding of the academic preparation needed to choose from a wide range of postsecondary choices.</li> <li>• Students will demonstrate an understanding of the relationship between academics and career and life roles.</li> </ul>
<b>Career</b>	<ul style="list-style-type: none"> <li>• Students will demonstrate an understanding of employment, career choices in relation to knowledge of self and knowledge of the world of work.</li> <li>• Students will demonstrate strategies to achieve future career success and satisfaction.</li> <li>• Students will demonstrate knowledge of the factors involved in making career decisions.</li> </ul>
<b>Social Emotional</b>	<ul style="list-style-type: none"> <li>• Students will analyze and identify emotions.</li> <li>• Students will demonstrate the ability to apply decision-making skills to goal setting and attainment.</li> <li>• Students will use their knowledge of survival and safety skills to ensure personal and physical well-being.</li> <li>• Students will develop social skills including acceptable behaviors that improve social interactions, such as those between peers or between students and adults.</li> </ul>

<b>Unit Title</b>	<b>Being a Good Citizen and Friend</b>	<b>Length of Unit</b>	Quarter 1
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<b>Inquiry Questions (Engaging &amp; Debatable)</b>	<ul style="list-style-type: none"> <li>• What is needed to understand self and respect of self and others?</li> <li>• What are the components of good citizenship?</li> <li>• What are the components of friendship?</li> <li>• What constitutes kindness?</li> </ul>
<b>Unit Standards</b>	Personal/Social Content Standard 7: Respect Self and Others P/S7.K-2.1 - P/S7.5-6.9
<b>Concepts and Strands</b>	<ul style="list-style-type: none"> <li>• Self-Respect</li> <li>• Kindness</li> <li>• Friendship</li> <li>• Citizenship</li> </ul>
<b>Key Vocabulary</b>	Kindness, friendship, citizen, self respect

<b>Unit Title</b>	<b>Being a Good Citizen and Friend</b>	<b>Length of Unit</b>	Quarter 1
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<b>Critical Content:</b> My students will <b>Know</b> ...	<b>Key Skills:</b> My students will be able to <b>(Do)</b> ...
<ul style="list-style-type: none"> <li>• What constitutes a good citizen</li> <li>• What it means to be a good friend</li> <li>• The Power of One</li> <li>• Different ways to show kindness</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate kindness and tolerance. (disclaimer - quantify differ over time)</li> <li>• Demonstrate good citizenship as a member of their school community</li> <li>• Know the rights and responsibilities of self and others.</li> <li>• Identify skills for positive interpersonal relationships.</li> <li>• Seek information and support from faculty, family, and peers</li> </ul>

<b>Assessments:</b>	Discipline data, Student Interviews
<b>Teacher Resources:</b>	<i>"One"</i> by Kathryn Otoshi <i>"Bully Blockers Club"</i> by Teresa Bateman <i>"Juice Box Bully"</i> by Bob Sornson and Maria Dismondy

<b>Unit Title</b>	<b>Being A Successful Student</b>	<b>Length of Unit</b>	Quarter 2
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<b>Inquiry Questions (Engaging &amp; Debatable)</b>	<ul style="list-style-type: none"> <li>• How do I pay attention, listen to understand, and ask good questions?</li> <li>• What skills, knowledge and attitudes are needed to be an effective learner in school and across the lifespan?</li> <li>• What kind of academic preparation is essential to choose from a wide range of postsecondary options, including college?</li> </ul>
<b>Unit Standards</b>	Academic Content Standard 1: Skills for Learning A1.K-2.1 - A1.5-6.7 Academic Content Standard 2: School Success A2.K-2.1 - A2.5-6.7 Academic Content Standard 2: Academics to life success A3.K-2.1 - A3.5
<b>Concepts and Strands</b>	<ul style="list-style-type: none"> <li>• Academics</li> <li>• Success</li> <li>• Study Skills</li> </ul>
<b>Key Vocabulary</b>	Learner, goal, success, habits, intention(goals)

<b>Unit Title</b>	<b>Being A Successful Student</b>	<b>Length of Unit</b>	Quarter 2
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<b>Critical Content:</b> My students will <b>Know</b> ...	<b>Key Skills:</b> My students will be able to <b>(Do)</b> ...
<ul style="list-style-type: none"> <li>• Attributes/skills of successful students</li> <li>• How academics relate to the real world</li> </ul>	<ul style="list-style-type: none"> <li>• Seek information and support from faculty, family, and peers.</li> <li>• Work with and without supervision</li> <li>• Engage in developing learning intentions (goals)</li> <li>• Know criteria for success</li> </ul>

<b>Assessments:</b>	Academic Data, Learning Intentions and Success Criteria
<b>Teacher Resources:</b>	<i>“Fuzzy and the Time of Great Change”</i> series <i>“Strictly No Elephants”</i> by Lisa Mantchev <i>“Personal Space Camp”</i> by Julia Cook and Carrie Hartman

<b>Unit Title</b>	<b>What Can I Be? /Career Exploration</b>	<b>Length of Unit</b>	Quarter 3
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<b>Inquiry Questions (Engaging &amp; Debatable)</b>	<ul style="list-style-type: none"> <li>• What kind of academic preparation is essential to choose from a wide range of postsecondary options, including college?</li> <li>• What are my personal strengths, abilities and interests ?</li> </ul>
<b>Unit Standards</b>	Career Content Standard 4: Investigate Careers C4.K-2.1- C4.5-6.8 Career Content Standard 5: Career Success C5.K-2.1- C5.3-6.7 Career Content Standard 6: Relationship between School and Work C6.K-2.1 -C6.5-6.7
<b>Concepts and Strands</b>	<ul style="list-style-type: none"> <li>• Academics</li> <li>• Success</li> <li>• Career</li> </ul>
<b>Key Vocabulary</b>	Passion, skills, abilities, interests, job, employment

<b>Unit Title</b>	<b>What Can I Be? /Career Exploration</b>	<b>Length of Unit</b>	Quarter 3
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<b>Critical Content:</b> My students will <b>Know</b> ...	<b>Key Skills:</b> My students will be able to <b>(Do)</b> ...
<ul style="list-style-type: none"> <li>• What is college?</li> <li>• What is a job?</li> <li>• What is the world of work?</li> </ul>	<ul style="list-style-type: none"> <li>• Identify personal likes and dislikes</li> <li>• Identify various careers within their school community</li> <li>• Discuss what makes for job success</li> <li>• Identify personal qualities necessary for getting and keeping a job</li> </ul>

<b>Assessments:</b>	Performance Based Assessment
<b>Teacher Resources:</b>	<i>“On the Job”</i> by Stan and Jan Berenstain

<b>Unit Title</b>	<b>Thoughts, Emotions, and Decisions</b>	<b>Length of Unit</b>	Quarter 4
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<b>Inquiry Questions (Engaging &amp; Debatable)</b>	<ul style="list-style-type: none"> <li>• What are safety and survival skills?</li> <li>• What is needed to understand self and respect others?</li> </ul>
<b>Unit Standards</b>	Personal/Social Content Standard 7: Respect Self and Others P/S7.K-2.1 - P/S7.5-6.9 Personal/Social Content Standard 8: Goal Setting and Attainment P/S8.K-2.1 - P/S8.5-6.7 Personal/Social Content Standard 9: Survival and Safety Skills P/S9.K-2.1 - P/S9.5-6.8
<b>Concepts and Strands</b>	<ul style="list-style-type: none"> <li>• Emotions</li> <li>• Respect</li> <li>• Self-Respect</li> <li>• Relationships</li> </ul>
<b>Key Vocabulary</b>	Feelings, choices, friendship, safety, body language, facial expression, tone


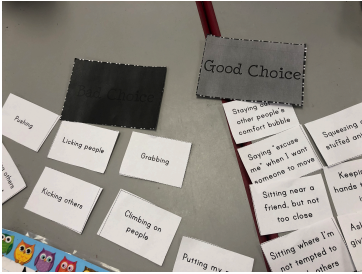
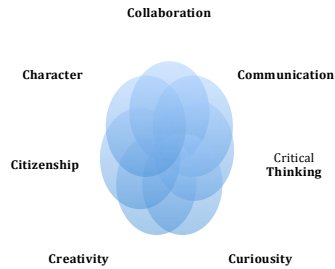


<b>Unit Title</b>	<b>Thoughts, Emotions, and Decisions</b>	<b>Length of Unit</b>	Quarter 4
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<b>Critical Content:</b> My students will <b>Know</b> ...	<b>Key Skills:</b> My students will be able to <b>(Do)</b> ...
<ul style="list-style-type: none"> <li>• What is needed to understand self and respect others</li> <li>• The concept of personal space</li> </ul>	Recognize personal boundaries and privacy rights Discuss ways to solve problems with friends Express feeling in a socially acceptable manner

<b>Assessments:</b>	Exit Survey, Activities: "good choices" and "bad choices" Discipline Data, Observation of students, teacher reports
<b>Teacher Resources:</b>	<i>"I Just Don't Like the Sound of No"</i> by Julia Cook Activities to focus on Learning Appropriate Behavior in the Classroom, Manners, Getting Along with Others; Identify Coping Strategies; Responsibilities of Students and Citizens

Standards: <https://portal.ct.gov/-/media/SDE/Special-Education/counseling.pdf>

Content Area	School Counseling	Grade Level: 3-5
 	<b>R14 The Seven Cs of Learning</b> 	
Unit Titles	Length of Unit	
<ul style="list-style-type: none"> <li>● “Being a Good Citizen and Friend”</li> </ul>	<ul style="list-style-type: none"> <li>● Quarter 1/On-going</li> </ul>	
<ul style="list-style-type: none"> <li>● Academic Development - (Student Success Skills) “Being a Successful Student”</li> </ul>	<ul style="list-style-type: none"> <li>● Quarter 2/On-going</li> </ul>	
<ul style="list-style-type: none"> <li>● Career Development -(College and Career Exploration) “What Can I Be?” Social and Emotional Development - (Bullying/Kindness)</li> </ul>	<ul style="list-style-type: none"> <li>● Quarter 3/On-going</li> </ul>	
<ul style="list-style-type: none"> <li>● Social and Emotional Development -(Self Management) ● “Thought, Emotions, and Decisions”</li> </ul>	<ul style="list-style-type: none"> <li>● Quarter 4/Ongoing</li> </ul>	

Counseling Standards: <https://portal.ct.gov/-/media/SDE/Special-Education/counseling.pdf>



Strands	Course Level Expectations
<b>Academic</b>	<ul style="list-style-type: none"> <li>● Students will demonstrate what is needed to be successful in school</li> <li>● Students will demonstrate understanding of the academic preparation needed to choose from a wide range of postsecondary choices</li> <li>● Students will demonstrate an understanding of the relationship between academics and life roles</li> </ul>
<b>Career</b>	<ul style="list-style-type: none"> <li>● Students will demonstrate an understanding of career choices in relation to knowledge of self and knowledge of the world of work</li> <li>● Students will demonstrate strategies to achieve future career success and satisfaction</li> <li>● Students will demonstrate knowledge of the factors involved in making career decisions</li> </ul>
<b>Social Emotional</b>	<ul style="list-style-type: none"> <li>● Students will analyze the attitudes and beliefs that influence behavior</li> <li>● Students will demonstrate the ability to apply decision-making skills to goal setting and attainment</li> <li>● Students will use their knowledge of survival and safety skills to ensure personal and physical well-being</li> <li>● Students will develop social skills including acceptable behaviors that improve social interactions, such as those between peers or between students and adults</li> </ul>

<b>Unit Title</b>	<b>Being a Good Citizen and Friend</b>	<b>Length of Unit</b>	Quarter 1
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<b>Inquiry Questions (Engaging &amp; Debatable)</b>	<ul style="list-style-type: none"> <li>● What is needed to understand self and respect of self and others?</li> <li>● What are the components of good citizenship ?</li> <li>● What are the components of friendship</li> <li>● What constitutes kindness</li> </ul>
<b>Unit Standards</b>	Personal/Social Content Standard 7: Respect Self and Others P/S7.K-2.1 - P/S7.5-6.9
<b>Concepts and Strands</b>	<ul style="list-style-type: none"> <li>● Self-Respect</li> <li>● Kindness</li> <li>● Friendship</li> <li>● Citizenship/Civic duty</li> <li>● Volunteerism</li> </ul>
<b>Key Vocabulary</b>	Kindness, friendship, citizen, self respect, volunteerism

<b>Unit Title</b>	<b>Being a Good Citizen and Friend</b>	<b>Length of Unit</b>	Quarter 1
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<b>Critical Content:</b> My students will <b>Know</b> ...	<b>Key Skills:</b> My students will be able to <b>(Do)</b> ...
<ul style="list-style-type: none"> <li>• What constitutes a good citizen</li> <li>• What it means to be a good friend-qualities of meaningful friendship</li> <li>• Strategies to use to get resources during time of difficulty</li> <li>• Bullying can occur in many forms</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate kindness and tolerance. Demonstrate good citizenship as a member of their school and local community</li> <li>• Know and respect the rights and responsibilities of self and others.</li> <li>• Identify and is able to explain to others the skills necessary for positive interpersonal relationships.</li> <li>• Seek information independently and support from faculty, family, and peers</li> </ul>

<b>Assessments:</b>	Discipline data, Student Interview
<b>Teacher Resources:</b>	Anti-Bullying Activities, “Weird” by Erin Frankel, Paper Bullies Activity

<b>Unit Title</b>	<b>Being A Successful Student</b>	<b>Length of Unit</b>	Quarter 2
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<b>Inquiry Questions (Engaging &amp; Debatable)</b>	<ul style="list-style-type: none"> <li>• What skills, knowledge and attitudes are needed to be an effective learner in school and across the lifespan?</li> <li>• What kind of academic preparation is essential to choose from a wide range of postsecondary options, including college?</li> </ul>
<b>Unit Standards</b>	<p>Academic Content Standard 1: Skills for Learning A1.K-2.1 - A1.5-6.7</p> <p>Academic Content Standard 2: School Success A2.K-2.1 - A2.5-6.7</p> <p>Academic Content Standard 2: Academics to life success A3.K-2.1 - A3.5</p>
<b>Concepts and Strands</b>	<ul style="list-style-type: none"> <li>• Academics</li> <li>• Success</li> <li>• Study Skills</li> </ul>
<b>Key Vocabulary</b>	Learner, goal, success, habits

<b>Unit Title</b>	<b>Being A Successful Student</b>	<b>Length of Unit</b>	Quarter 2
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<b>Critical Content:</b> My students will <b>Know</b> ...	<b>Key Skills:</b> My students will be able to <b>(Do)</b> ...
<ul style="list-style-type: none"> <li>• Attributes/skills of successful students</li> <li>• How academics relate to the real world</li> </ul>	<ul style="list-style-type: none"> <li>• Seek information and support from faculty, family, and peers.</li> <li>• Work with and without supervision</li> <li>• Self-reflect in terms of study habits and goal setting.</li> <li>• Engage in developing learning intentions (goals)</li> <li>• Know criteria for success</li> </ul>

<b>Assessments:</b>	Academic Data, Learning Intentions and Success Criteria
<b>Teacher Resources:</b>	<i>“Personal Space Camp”</i> by Julia Cook and Carrie Hartman Activities on Following Directions and the Steps to Thoughtful Decision Making

<b>Unit Title</b>	<b>What Can I Be? /Career Exploration</b>	<b>Length of Unit</b>	Quarter 3
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<b>Inquiry Questions (Engaging &amp; Debatable)</b>	<ul style="list-style-type: none"> <li>• What kind of academic preparation is essential to choose from a wide range of postsecondary options, including college?</li> <li>• What are my personal strengths, abilities and interests ?</li> </ul>
<b>Unit Standards</b>	Career Content Standard 4: Investigate Careers C4.K-2.1- C4.5-6.8 Career Content Standard 5: Career Success C5.K-2.1- C5.3-6.7 Career Content Standard 6: Relationship between School and Work C6.K-2.1 -C6.5-6.7
<b>Concepts and Strands</b>	<ul style="list-style-type: none"> <li>• Academics</li> <li>• Success</li> <li>• Career</li> </ul>
<b>Key Vocabulary</b>	Passion, skills, abilities, interests, job, employment



<b>Unit Title</b>	<b>What Can I Be? /Career Exploration</b>	<b>Length of Unit</b>	Quarter 3
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<b>Critical Content:</b> My students will <b>Know</b> ...	<b>Key Skills:</b> My students will be able to <b>(Do)</b> ...
<ul style="list-style-type: none"> <li>• What is college?</li> <li>• What is a job?</li> <li>• What is the world of work?</li> <li>• The qualities that make successful</li> </ul>	<ul style="list-style-type: none"> <li>• Identify personal likes and dislikes</li> <li>• Identify various careers within their school community</li> <li>• Discuss what makes for job success</li> <li>• Identify personal qualities necessary for getting and keeping a job</li> </ul>

<b>Assessments:</b>	Performance Based Assessment
<b>Teacher Resources:</b>	Career Bingo, Activities to link hobbies to careers

<b>Unit Title</b>	<b>Thoughts, Emotions, and Decisions</b>	<b>Length of Unit</b>	Quarter 4
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<b>Inquiry Questions (Engaging &amp; Debatable)</b>	<ul style="list-style-type: none"> <li>● What are safety and survival skills?</li> <li>● What is needed to understand self and respect others?</li> </ul>
<b>Unit Standards</b>	Personal/Social Content Standard 7: Respect Self and Others P/S7.K-2.1 - P/S7.5-6.9 Personal/Social Content Standard 8: Goal Setting and Attainment P/S8.K-2.1 - P/S8.5-6.7 Personal/Social Content Standard 9: Survival and Safety Skills P/S9.K-2.1 - P/S9.5-6.8
<b>Concepts and Strands</b>	<ul style="list-style-type: none"> <li>● Emotions</li> <li>● Respect</li> <li>● Self-Respect</li> <li>● Relationships</li> </ul>
<b>Key Vocabulary</b>	Feelings, choices, friendship, safety, body language, facial expression, tone

<b>Unit Title</b>	<b>Thoughts, Emotions, and Decisions</b>	<b>Length of Unit</b>	Quarter 4
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<b>Critical Content:</b> My students will <b>Know</b> ...	<b>Key Skills:</b> My students will be able to <b>(Do)</b> ...
<ul style="list-style-type: none"> <li>• What is needed to understand self and respect others</li> <li>• The concept of personal space</li> <li>• How individuals may express mood and feelings</li> <li>• Conflict resolution strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize personal boundaries and privacy rights</li> <li>• Discuss ways to solve problems with friends</li> <li>• Express feeling in a socially acceptable manner</li> <li>• Use strategies to solve problems and explain reasoning</li> </ul>

<b>Assessments:</b>	Exit Survey, activity mastery: "good choices" and "bad choices" Discipline Data, Observation of students, teacher reports
<b>Teacher Resources:</b>	Powerpoint: " <i>Steps to Problem Solving</i> " "Decision Making Guide" "Good choice, Bad choice" cards Goal Setting: Looking to Middle School