

SWALLOW SCHOOL DISTRICT CURRICULUM GUIDE

Curriculum Area: Guidance

Course Length: Weekly Class Year Long

Grade: 3-5th

Date Last Approved: March 15, 2017; **Reviewed** Spring 2021

Stage 1: Desired Results

Course Description and Purpose: Swallow elementary students have the benefit of staff using cross-curricular collaboration to make meaning for students in their personal development as they approach academic and career planning.

Students have Guidance weekly for 30 minutes for the duration of the school year. The counselor plans with grade level teachers to ensure relevant learning units of study and exploration of academic and career planning. Both areas of focus are rooted in cross-curricular lessons tied to science, math and/or social studies units already taught within each grade level. This also includes an element of learning from and with others across the world and a transformative experience through an annual service-learning project at each grade level. A full outline by grade level for career exploration is linked in the District's Education for Employment Plan.

Personal Development

Students are led through a series of scaffolding exercises in personal development to increase their awareness of themselves, develop effective interpersonal skills for the world around them, and understand how they can maintain their overall mental health. Specifically, students will: a) acquire the knowledge, attitudes, and interpersonal skills to understand themselves and appreciate the diverse backgrounds and experiences of others, b) demonstrate effective decision-making, problem-solving, and goal-setting, and c) understand and use safety and wellness skills.

Career Exploration

Students participate in career exploration to increase their awareness of themselves, investigate career options in the career clusters at their grade level, and learn skills on how they can best prepare for a career. The students will: 1) acquire knowledge regarding careers, 2) understand the relationship between educational achievement and career development, and 3) be able to identify skills necessary and associated with their career clusters.

Academic Preparation

Students participate in activities that analyze skills necessary for academic success and academic challenges they face. The students will: 1) acquire the attitudes, knowledge, and skills that contribute to successful learning in school and across the lifespan, 2) develop the academic skill and attitudes necessary to make effective transitions from elementary to middle school, and 3) understand how their academic experiences prepare them to be successful in the world of work, in their interpersonal relationships, and in the community.

Enduring Understandings:

Personal Development:

- a) Develop empathy and skills for learning.
- b) Be able to effectively manage strong emotions.
- c) Learn and apply problem-solving and decision-making skills.

Essential Questions:

Personal Development:

- 1) What kinds of personal perspectives and social responses provide the best foundation for working with other people?
- 2) Why is it important to accurately identify feelings in ourselves and others?
- 3) Why do people have different feelings about the same situation?
- 4) Why is it important to understand our strong emotions, such as anger or anxiety, and to manage them?
- 5) What are effective means for managing strong emotions when they occur?
- 6) How can we identify a problem nonjudgmentally and select an appropriate solution?

<p><u>Career Exploration:</u></p> <ol style="list-style-type: none"> a) Understand your strengths and weaknesses as related to those needed in careers. a) Understand the need for continual education on new and different careers. b) Be able to develop a plan to obtain needed skills. <p><u>Academic Preparation:</u></p> <ol style="list-style-type: none"> a) How good academic/learner skills keeps someone organized. b) How organization helps someone make and achieve goals. c) Know personal learner skill strengths and weaknesses. d) Know ways in which to develop lifelong learner skills. 	<p>7) What are common conflict situations and what part might we play in them occurring?</p> <p><u>Career Exploration:</u></p> <ol style="list-style-type: none"> 1. What interests and skills do you have that would make you a good employee at a certain job? 2. Can you identify the major responsibilities of a job position? 3. What are the major academic skills needed in various job positions? 4. How can you develop a needed skill to be ready for a job? <p><u>Academic Preparation:</u></p> <ol style="list-style-type: none"> 1. What are some important lifelong learner skills? 2. What can you do to develop a learner skill? 3. What are some ways in which academic skills prepare you for life challenges? 4. How do good lifelong learner skills make things easier?
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<p><u>Learning Targets:</u></p> <ol style="list-style-type: none"> 1. Students will develop the skills and knowledge necessary to be successful in learning throughout their academic career. 2. Students will develop the knowledge and skills necessary to understand different perspectives. 3. Students will demonstrate problem-solving and goal-setting skills. 4. Students will develop the skills to gather credible and current career-path information.
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<p>Stage 2: Learning Plan</p>

Key Topics:

- I. Empathy and Respect
Listening with Attention

Standards Referenced:

American School Counselor Association Student Standards

Learning Targets Addressed:

Students will develop the knowledge and skills necessary to understand different perspectives.

Key Unit Resources

- Second Step

Assessment Map:

Type	Level	Assessment Detail
Practice	Knowledge	<ul style="list-style-type: none"> • Written or stated responses to social scenarios. • Ongoing staff feedback about students' long-term and situational use of learned social skills.
Formative	Skills/ Reasoning	<ul style="list-style-type: none"> • Role-play in response to social situations. • Peer review about effectiveness of responses. • Teachers will use ongoing observational judgments about students' understanding of self and job characteristics assessments, and proficiency with preparing for needed skill development.

- II. Understanding Different Perspectives

Respecting Similarities and Differences

Standards Referenced:

American School Counselor Association Student Standards

Learning Targets Addressed:

Students will develop the knowledge and skills necessary to understand different perspectives.

Key Unit Resources

- Second Step

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Formative	Skills/ Reasoning	<ul style="list-style-type: none"> • Role-play in response to social situations. • Peer review about effectiveness of responses. • Teachers will use ongoing observational judgments about students' understanding of self and job characteristics assessments, and

proficiency with preparing for needed skill development.

III. Understanding Complex Feelings

Being Assertive

Standards Referenced:

American School Counselor Association Student Standards

Learning Targets Addressed:

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Key Unit Resources

- Second Step

Assessment Map:

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Practice	Knowledge	<ul style="list-style-type: none"> • Written or stated responses to social scenarios. • Ongoing staff feedback about students' long-term and situational use of learned social skills.
Formative	Skills/ Reasoning	<ul style="list-style-type: none"> • Role-play in response to social situations. • Peer review about effectiveness of responses. • Teachers will use ongoing observational judgments about students' understanding of self and job characteristics assessments, and proficiency with preparing for needed skill development.

IV. Conversations and Compliments

Joining In

Showing Compassion

Standards Referenced:

American School Counselor Association Student Standards

Learning Targets Addressed:

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Key Unit Resources

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V. Managing Strong Feelings
 Calming Down Anger
 Managing Anxiety

Standards Referenced:
 American School Counselor Association Student Standards

Learning Targets Addressed:
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Key Unit Resources
<ul style="list-style-type: none"> • Second Step

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VI. Avoid Jumping to Conclusions

Handling Put-Downs

Solving Problems

Standards Referenced:

American School Counselor Association Student Standards

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VII. Making a Plan

Being Responsible for Your Own Actions

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American School Counselor Association Student Standards

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Career Exploration (Throughout the school year at various times)

I. Personal qualities

- Learning styles
- Academic Skills
- Work skills

Standards Referenced:
American School Counselor Association Student Standards

Learning Targets Addressed:
Students will develop the skills and knowledge necessary to be successful in learning throughout their academic career.

Students will demonstrate problem-solving and goal-setting skills.

Students will develop the skills to gather credible and current career-path information.

Key Unit Resources

- Second Step
- Xello
- Wisconsin Career Clusters

Assessment Map:

Type	Level	Assessment Detail
Practice	Knowledge	<ul style="list-style-type: none"> Written or stated responses to prompts.
Formative	Skills/ Reasoning	<ul style="list-style-type: none"> Analyze the benefits and of various personality traits in different job fields. Match identified personality traits to various job or position requirements. Match various educational subjects (i.e. math, reading, writing, speaking) to various job or position requirements. Teachers will use ongoing observational judgments about students' understanding of self and job characteristics assessments, and proficiency with preparing for needed skill development.

II. Academic Skills

- Employability skills
- Problem-solving

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III. Job Requirements

- Personal growth
- Personal health

Standards Referenced:

American School Counselor Association Student Standards

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IV. Goal-Setting

- Establishing goals
- Making a plan

Standards Referenced:
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Key Unit Resources
<ul style="list-style-type: none"> Second Step Xello Wisconsin Career Clusters

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Academic Preparation
(Throughout the school year at various times)

I. Organization

- Personal organization style

Standards Referenced:

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Formative	Skills/ Reasoning	<ul style="list-style-type: none"> • Be able to explain verbally to an adult a variety of academic and lifelong learner skills. • Be able to identify one's own profile of learner skill strengths and weaknesses. • Be able to develop a plan for improving such a skill. • Teacher observations of student application of various lifelong learner skills.

II. Prioritizing

- Evaluating importance

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III. Work Quality

- Meeting expectations

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IV. Time Management

- Project planning

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V. Cooperation

- Working as a group member

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American School Counselor Association Student Standards

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Students will develop the skills to gather credible and current career-path information.

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