



West Windsor-Plainsboro Regional School District Elementary School Guidance Curriculum*

*Please note that each school selects units from this document tailored to the students' needs and not every unit will be taught in every school.

Unit Title: Career Development	
Content Area: Guidance	
Activity & Grade Level: Career Awareness K-5	
Summary & Rationale:	
Elementary school is the time when children start learning about responsibility, cooperation, and problem solving. It is important for students to become aware of their personal strengths and interests.	
Timeline:	
September-June	
New Jersey Student Learning Standards	
Standard 9.2 Career Awareness, Exploration and Preparation	
Strand A: Career Awareness	
CPI #	Cumulative Progress Indicator (CPI)
9.2.4.A.1	Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
9.2.4.A.3	Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
ASCA National Standards	
Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.	
Standard C: Students will understand the relationship between personal qualities, education, training and the world of work.	
C:A1.3	Develop an awareness of personal abilities, skills, interests and motivations.
C:A1.4	Learn how to interact and work cooperatively in teams.
C:A1.5	Learn to make decisions.
C:A2.1	Acquire employability skills such as working on a team, problem-solving and organizational skills.

Mindsets & Behaviors			
M 2	Self-confidence in ability to succeed		
M 4	Understanding that postsecondary education and lifelong learning are necessary for long-term career success		
M 5	Belief in using abilities to their fullest to achieve high-quality results and outcomes		
M 6	Positive attitude toward work and learning		
B-LS 7	Identify long- and short-term academic, career and social/emotional goals		
B-SMS 5	Demonstrate perseverance to achieve long- and short-term goals		
B-SMS 8	Demonstrate the ability to balance school, home and community activities		
Instructional Focus			
Unit Enduring Understandings			
This unit will enable students to become aware of their personal strengths and interests and to explore possible career opportunities.			
Unit Essential Questions			
<ul style="list-style-type: none"> • What are your strengths? • What are your interests? • What is your favorite school subject? • What careers have you thought about? 			
Objective: Students will participate in activities that will allow for self-exploration.			
Students will:			
<ul style="list-style-type: none"> • Students will explore self-interests and strengths through class activity, and then identify how they relate to possible career opportunities. 			
Evidence of Learning			
Assessment: Informal observation Review of student activity Comments during whole group discussions			
Competencies for 21st Century Learners			
X	Collaborative Team Member	X	Effective Communicator
X	Globally Aware, Active, & Responsible Student/Citizen	X	Information Literate Researcher
	Innovative & Practical Problem Solver	X	Self-Directed Learner

Resources

Method of Delivery:

- Developmentally appropriate lessons
- Individual and/or small group follow-up

Suggested Resources:

- *Ellie Rae Discovers Eight Ways to be Smart*, Mary R. Massey Ed.D.
- Multiple Intelligences Inventory for Students
- *When I Grow Up*, by Al Yankovich
- Relevant media sources

Unit Title: Personal/Social Development	
Content Area: Guidance	
Activity & Grade Level: Character Development K-5	
Summary & Rationale:	
Character education is important in developing emotionally balanced, socially compassionate, and caring individuals with a solid value system.	
Timeline:	
September-June	
New Jersey Student Learning Standards	
Standard 2.2 Integrated Skills – All students will develop and use personal and interpersonal skills to support a healthy active lifestyle.	
Strand C- Character Development	
Content Statement: Character traits are often evident in behaviors exhibited by individuals when interacting with others. Character building is influenced by many factors, both positive and negative, such as acceptance, discrimination, bullying, abuse, sportsmanship, support, disrespect, and violence.	
CPI #	Cumulative Progress Indicator (CPI)
2.2.2.C.1	Explain the meaning of character and how it is reflected in the thoughts, feelings, and actions of oneself and others.
2.2.4.C.2	Explain why core ethical values (such as respect, empathy, civic mindedness, and good citizenship) are important in the local and world community.
2.2.6.C.1	Explain how character and core ethical values can be useful in addressing challenging situations.
2.2.8.C.1	Analyze strategies to enhance character development in individual, group, and team activities.
ASCA National Standards	
Standard A: Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.	
Standard B: Students will make decisions, set goals and take necessary action to achieve goals.	
PS:A1.1	Develop positive attitudes toward self as a unique and worthy person.
PS:A1.2	Identify values, attitudes, and beliefs.
PS:B1.2	Understand consequences of decisions and choices.
PS:B1.7	Demonstrate a respect and appreciation for individual and cultural differences.

Mindsets & Behaviors			
M 1	Belief in development of whole self, including a healthy balance of mental, social/ emotional and physical well-being		
M 3	Sense of belonging in the school environment		
B-SS 2	Create positive and supportive relationships with other students		
B-SS 4	Demonstrate empathy		
B-SS 5	Demonstrate ethical decision-making and social responsibility		
B-SS 7	Use leadership and teamwork skills to work effectively in diverse teams		
Instructional Focus			
Unit Enduring Understandings			
This unit will teach students the importance of developing strong character.			
Unit Essential Questions			
<ul style="list-style-type: none"> • What are positive character traits? • How does having a strong character help you succeed in school? • How does having a strong character help you succeed in life? 			
Objective: Students will learn universally accepted positive character traits.			
Students will:			
<ul style="list-style-type: none"> • Students will distinguish between positive and negative character traits through class activity and whole group discussion. • Students will understand the relationship between character traits and social and academic success. 			
Evidence of Learning			
Assessment: Informal observation, comments during whole group discussion			
Competencies for 21st Century Learners			
X	Collaborative Team Member	X	Effective Communicator
X	Globally Aware, Active, & Responsible Student/Citizen		Information Literate Researcher
	Innovative & Practical Problem Solver		Self-Directed Learner

Resources

Method of Delivery:

- Developmentally appropriate lessons
- Individual and/or small group follow-up
- School wide programs to promote positive school climate (including those suggested by the School Safety Team)

Suggested Resources:

- *Have You Filled a Bucket Today? A Guide to Daily Happiness for Kids*, by Carol McCloud
- *Kindness is Cooler Mrs. Ruler*, by Marjorie Cuyler
- *Each Kindness*, by Jacqueline Woodson
- Relevant media sources

Unit Title: Personal/Social Development	
Content Area: Guidance	
Activity & Grade Level: Conflict Resolution Grades K-5	
Summary & Rationale:	
Conflict resolution skills enable students to develop and maintain positive interpersonal relationships with others while learning to isolate problems, take personal responsibility for their actions and negotiate win/win solutions.	
Timeline:	
September-June	
New Jersey Student Learning Standards	
Standard 2.1 Wellness – All students will acquire health promotion concepts and skills to support a healthy active lifestyle.	
Standard 2.2 Integrated Skills – All students will develop and use personal and interpersonal skills to support a healthy active lifestyle.	
Strand A: Interpersonal Communication Strand E: Social and Emotional Health	
Content Statement: Many factors at home, school, and in the community impact social and emotional health. Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.	
CPI #	Cumulative Progress Indicator (CPI)
2.1.2.E.2	Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.
2.2.4.A.2	Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others.
2.2.12.A.2	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts.
ASCA National Standards	
Standard A: Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.	
Standard B: Students will make decisions, set goals and take necessary action to achieve goals.	
PS:A1.6	Distinguish between appropriate and inappropriate behavior.
PS:A1.8	Understand the need for self-control and how to practice it.
PS:B1.1	Use a decision-making and problem-solving model
PS:B1.3	Identify alternative solutions to a problem.
PS:B1.5	Demonstrate when, where, and how to seek help for solving problems and making decisions.

PS:B1.6	Know how to apply conflict resolution skills.		
Mindsets & Behaviors			
M 1	Belief in development of whole self, including a healthy balance of mental, social/ emotional and physical well-being		
B-SMS 1	Demonstrate ability to assume responsibility		
B-SMS 2	Demonstrate self-discipline and self-control		
B-SMS 7	Use leadership and teamwork skills to work effectively in diverse teams		
B-SS 1	Use effective oral and written communication skills and listening skills		
B-SS 6	Use effective collaboration and cooperation skills		
Instructional Focus			
Unit Enduring Understandings			
This unit will teach students the skills necessary for resolving conflicts.			
Unit Essential Questions			
<ul style="list-style-type: none"> • What is a conflict? • What steps are necessary to resolve conflict? • What is an “I message”? How is it used? • What skills are necessary for making good decisions/choices? 			
Objective: Students will learn the skills necessary for resolving conflicts.			
Students will:			
<ul style="list-style-type: none"> • Students will practice using conflict resolution steps, including I-Messages, through small group and whole class instruction. 			
Evidence of Learning			
Assessment: Informal observation Review of student activity Comments during whole group discussion Student feedback			
Competencies for 21 st Century Learners			
x	Collaborative Team Member	x	Effective Communicator
	Globally Aware, Active, & Responsible Student/Citizen		Information Literate Researcher
x	Innovative & Practical Problem Solver		Self-Directed Learner

Resources

Method of Delivery:

- Developmentally appropriate lessons
- Individual and/or small group follow-up
- School wide programs to promote positive school climate (including those suggested by the School Safety Team)

Suggested Resources:

- Trudy Ludwig Books
- Julia Cook Books
- Cheri Meiners Books
- *Learning the Skills of Peacemaking* by Naomi Drew
- *The Zax* by Dr. Seuss
- *Shubert Finds His Big Voice*, by Bicky Bailey and Leigh Ann Burdick
- Relevant media sources

Unit Title: Personal/Social Development	
Content Area: Guidance	
Activity & Grade Level: Cultural Awareness K-5	
Summary & Rationale:	
Cultural awareness is important in developing one's ability to get along with others. Becoming aware of our own and others' cultural beliefs, values, and perceptions is important in promoting acceptance.	
Timeline:	
September - June	
New Jersey Student Learning Standards	
Standard 6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.	
Strand A- Civics, Government, and Human Rights	
Strand D- History, Culture, and Perspectives	
Content Statement: In an interconnected world, it important to consider different cultural perspectives before proposing solutions to local, state, national, and global challenges. There are many different cultures within the classroom and community.	
CPI #	Cumulative Progress Indicator (CPI)
6.1.4.A.15	Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
6.1.PD.3	Express individuality and cultural diversity (e.g., through dramatic play).
6.1.PD.4	Learn about and respect other cultures within the classroom and community
ASCA National Standards	
Standard A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.	
Standard B: Students will make decisions, set goals and take necessary action to achieve goals.	
PS:A1.1	Develop positive attitudes toward self as a unique and worthy person
PS:A1.2	Identify values, attitudes and beliefs
PS:A2.2	Respect alternative points of view
PS:A2.3	Recognize, accept, respect and appreciate individual differences
PS:A2.4	Recognize, accept and appreciate ethnic and cultural diversity
PS:A2.5	Recognize and respect differences in various family configurations
PS:B1.7	Demonstrate a respect and appreciation for individual and cultural differences

Mindsets & Behaviors			
M 1	Belief in development of whole self, including a healthy balance of mental, social/ emotional and physical well-being		
M3	Sense of belonging in the school environment		
B-SS 2	Create positive and supportive relationships with other students		
B-SS 3	Create relationships with adults that support success		
B-SS 4	Demonstrate empathy		
B-SS 5	Demonstrate ethical decision-making and social responsibility		
B-SS 7	Use leadership and teamwork skills to work effectively in diverse teams		
Instructional Focus			
Unit Enduring Understandings			
This unit will allow students to accept individual differences and interact respectfully while they learn to take responsibility for their actions and apply problem solving skills.			
Unit Essential Questions			
<ul style="list-style-type: none"> • What makes people “different”? and the same? • What is my part in respecting individual rights? • What does it look/sound like to be respectful? 			
Objective: Students will learn to understand and appreciate the cultural diversity of their community.			
Students will:			
<ul style="list-style-type: none"> • Students will develop an awareness of their own and others’ cultural beliefs, values, and perceptions • Students will respond respectfully to cultural and gender differences. • Students will identify their role in creating a safe, positive school environment for all. 			
Evidence of Learning			
Assessment:			
Informal observation			
Student and teacher feedback			
Comments during whole group discussion			
School Climate Survey (student, parent, staff)			
X	Collaborative Team Member	X	Effective Communicator
X	Globally Aware, Active, & Responsible Student/Citizen		Information Literate Researcher
	Innovative & Practical Problem Solver		Self-Directed Learner

Resources

Method of Delivery:

- Developmentally appropriate lessons
- Individual and/or small group follow-up
- School wide programs to promote positive school climate (including those suggested by the School Safety Team)

Suggested Resources:

- *The Sneetches* by Dr. Seuss
- *The Colors of Us* by Karen Katz
- *The Sandwich Swap* by Queen Rania Al-Abdullah
- *The Name Jar* by Yang Sook Choi
- Relevant media sources

Unit Title: Academic Development	
Content Area: Guidance	
Activity & Grade Level: Elementary School Transition Grades K-5	
Summary & Rationale:	
Providing guidance and resources is necessary for a smooth transitional process.	
Timeline:	
September-June	
New Jersey Student Learning Standards	
2.1 Wellness- All students will acquire health promotion concepts and skills to support a healthy, active lifestyle	
Strand E- Social and Emotional Health	
Content Statement: Many factors at home, school, and in the community impact social and emotional health. Social and emotional development impacts all components of wellness.	
CPI #	Cumulative Progress Indicator (CPI)
2.1.2.E.3	Explain healthy ways of coping with common stressful situations experienced by children.
2.1.6.E.1	Examine how personal assets and protective factors support healthy social and emotional development.
ASCA National Standards	
Standard C (Academic): Students will understand the relationship of academics to the world of work and to like at home and in the community.	
Standard A (Personal/Social Development): Students will acquire knowledge, attitudes and interpersonal skills to help them understand and respect self and others.	
Standard C (Personal/Social Development): Students will understand safety and survival skills.	
A:C1.1	Demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family time
PS:A1.4	Understand change is part of growth
PS:C1.6	Identify resource people in the school and community, and know how to seek their help
Mindsets & Behaviors	
M 3	Sense of belonging in the school environment
B-SMS 10	Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities
B-SS 2	Create positive and supportive relationships with other students
B-SS 3	Create relationships with adults that support success

Instructional Focus

Unit Enduring Understandings

This unit will allow students to understand that many changes transpire during elementary school and there are resources to help.

Unit Essential Questions

- Who can help you adjust to new challenges?
- How do you plan to be successful in school?

Objective: Students will learn about the resources and skills they need for successful transition to elementary school.

Students will:

- Identify the challenges of elementary school and where to go for help
- Identify the academic, social, and personal changes that occur during elementary school.
- Identify the available resources in elementary school.

Evidence of Learning

Assessment: (Developmental lesson) Students will complete an exit survey identifying any areas of concern.

- What have you handled well?
- Who has been helpful to you?
- What has already been a challenge?
- What are stressors in your life?

Competencies for 21st Century Learners

	Collaborative Team Member	X	Effective Communicator
	Globally Aware, Active, & Responsible Student/Citizen		Information Literate Researcher
X	Innovative & Practical Problem Solver	X	Self-Directed Learner

Resources

Method of Delivery:

- Developmental Lesson Plan – Introduction to School Counseling and Elementary School
- Parent night/student orientation
- Classroom visits
- Individual and/or small group follow-up
- New Student Registration
- Summer Open House & Tours
- Kindergarten Visitation

Consultations:

- Teachers
- Parent
- Administration (Scheduling)
- Counselor(s)

Unit Title: Personal/Social Development	
Content Area: Guidance	
Activity & Grade Level: Emotional Awareness/Regulation K-5	
Summary & Rationale:	
It is important that students learn to identify and express and regulate their feelings, as well as understanding the feelings and body language of others, in order to develop positive interpersonal relationships. Stress management is essential for learning to cope with academic and personal/social demands.	
Timeline:	
September - June	
New Jersey Student Learning Standards	
Standard 2.2 Integrated Skills- All students will develop and use personal and interpersonal skills to support a healthy active lifestyle.	
Strand A: Interpersonal Communication	
Content Statement: Many factors at home, school, and in the community impact social and emotional health. Stress Managements skills impact an individual’s ability to cope with different types of emotional situations.	
CPI #	Cumulative Progress Indicator (CPI)
2.2.2.A.1	Express needs, wants, and feelings in health and safety related situations.
2.2.6.A.1	Demonstrate verbal and non-verbal interpersonal communication in various settings that impact the health of one’s self and others.
2.1.2.E.3	Explain healthy ways of coping with common stressful situations experienced by children.
2.1.4.E.4	Summarize the causes of stress and explain ways to deal with stressful situations.
ASCA National Standards	
Standard A: Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.	
PS:A1.5	Identify and express feelings
PS:A2.6	Use effective communication skills.
Mindsets & Behaviors	
M 1	Belief in development of whole self, including a healthy balance of mental, social/ emotional and physical well-being
B-SMS 2	Demonstrate self-discipline and self-control

B-SMS 4	Demonstrate ability to delay immediate gratification for long-term rewards
B-SMS 7	Demonstrate effective coping skills when faced with a problem
B-SS 2	Create positive and supportive relationships with other students
B-SS 3	Create relationships with adults that support success
B-SS 4	Demonstrate empathy
B-SS 9	Demonstrate social maturity and behaviors appropriate to the situation and environment

Instructional Focus

Unit Enduring Understandings

This unit will allow students to identify and express feelings and understand body language and its implications for developing positive interpersonal relationships. This unit will expose students to strategies for managing stress.

Unit Essential Questions

- What are feelings?
- What do feelings look like?
- What situations elicit certain feelings?
- How does an individual demonstrate feelings through body language?
- What are some stress reduction strategies? Which ones work for you?
- How do you balance your academic life with your extra-curricular activities?

Objective: Students will learn to identify feelings and body language in order to develop positive social interactions. Students will learn to manage stress.

Students will:

- Students will match facial expressions and body language to appropriate feelings and situations.
- Students will acquire and practice stress management techniques.
- Students will identify triggers that produce stress.

Evidence of Learning

Assessment: Informal observation
 Comments during whole group discussion
 Student and teacher feedback

Competencies for 21st Century Learners

X	Collaborative Team Member	X	Effective Communicator
	Globally Aware, Active, & Responsible Student/Citizen		Information Literate Researcher
	Innovative & Practical Problem Solver		Self-Directed Learner

Resources

Method of Delivery:

- Developmentally appropriate lessons
- Individual and/or small group follow-up

Suggested Resources:

- *Zones of Regulation Curriculum* by Leah M. Kuypers
- *Peaceful Piggy Meditation*, by Kerry Lee MacLean
- *What Does it Mean to be Present*, by Rana DiOrio
- Relevant media resources
- GoNoodle

Unit Title: Academic Development

Content Area: Guidance

Activity & Grade Level: I&RS/ 504 /Grades K-5

Summary & Rationale:

Intervention and Referral Services Committee (I&RS) and 504 Committee offer formalized supports for students who are experiencing difficulties academically, behaviorally and/ or socially/emotionally. I&RS produces an action plan to be revisited after 6-8 weeks for effectiveness. A 504 plan outlines specific accommodations for those students deemed eligible. While committee decision-making and planning are adult-centered, the results are student-centered and focus on student improvement.

Timeline:

September – June as needed.

New Jersey Student Learning Standards

21st-Century Life & Career Skills: Career Ready Practices: Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

Content Statement: Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation. Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CPI #	Cumulative Progress Indicator (CPI)
CRP2	Apply appropriate academic and technical skills.
CRP4	Communicate clearly and effectively and with reason.

ASCA National Standards

Standard B (Academic): Students will complete school with the academic preparation essential to choose from a wide range of substantial post- secondary options, including college.

A:B1.4	Seek information and support from faculty, staff, family and peers
A:B2.2	Use assessment results in educational planning
A:B2.3	Develop and implement annual plan of study to maximize academic ability and achievement

Standard B (Social Emotional): Students will make decisions, set goals and take necessary action to achieve goals.

PS:B1.1	Use a decision-making and problem-solving model
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PS:B1.2	Understand consequences of decisions and choices
PS:B1.3	Identify alternative solutions to a problem
PS:B1.4	Develop effective coping skills for dealing with problems
PS:B1.5	Demonstrate when, where and how to seek help for solving problems and making decisions
Mindsets & Behaviors	
M 5	Belief in using abilities to their fullest to achieve high-quality results and outcomes
M 6	Positive attitude toward work and learning
B-LS 3	Use time-management, organizational and study skills
B-LS 7	Identify long- and short-term academic, career and social/emotional goals
B-SMS 6	Demonstrate ability to overcome barriers to learning
B-SS 3	Create relationships with adults that support success
B-SS 8	Demonstrate advocacy skills and ability to assert self, when necessary
Instructional Focus	
Unit Enduring Understandings	
This unit will explore student learning styles and apply appropriate study strategies, balance academic responsibilities, and set goals for school success. It will also consider a student’s social-emotional development, ability to problem solve, manage behaviors and apply appropriate coping mechanisms.	
Unit Essential Questions	
<ul style="list-style-type: none"> • What is my learning style and what are the best study strategies for me? • What is academic integrity? • What are my academic challenges? Strengths? • What informal and/or formal supports are necessary for me? • What can I do to be a confident life-long learner? 	
Objective: Students will meet with success with supports identified by I&RS/504 committees.	
Students will:	
<ul style="list-style-type: none"> • Understand their current performance and areas in need of improvement. • Learn to articulate feelings regarding their competence and confidence as learners. • Understand the suggestions of the committee and how to apply them. • Communicate with school counselor areas of successful implementation and those that still need attention. 	
Evidence of Learning	
Assessment: Feedback from students, parents, and teachers prior to review of action plan or 504 plan.	
Questions:	
<ul style="list-style-type: none"> • (For teachers) Which strategies/accommodations did you find helpful and useful? • (For the committee) Which strategies have been effective and not, and what evidence supports this? • (For the students) Which strategies/accommodations did you find helpful and useful? • (For both) What areas, if any, need to be addressed next? 	

Competencies for 21st Century Learners

X	Collaborative Team Member	X	Effective Communicator
	Globally Aware, Active, & Responsible Student/Citizen		Information Literate Researcher
X	Innovative & Practical Problem Solver	X	Self-Directed Learner

Resources

Method of Delivery:

- I&RS / 504 Committee Meetings
- Individual Follow-up

Suggested Resources:

- District I&RS/504 Curriculum
- NJ Department of Education Resource Manual for I&RS Services
- Genesis - District Student Database Management System
- *The Teacher's Resource Guide*
- *Pre-Referral Intervention Manual (PRIM)*
- I&RS / 504 Committee Parent, Teacher, Student feedback forms
- Relevant Student History and Data from Cumulative File
- MMSAP Manual
- RTI Handbook

Consultations

- Parent
- Teachers
- Administration
- Counselors
- CST
- Nurse
- Outside Professionals (Physicians, Therapists etc.)

Unit Title: PERSONAL/SOCIAL DEVELOPMENT

Content Area: Guidance

Activity & Grade Level: Responsive Services /Grades K-5

Summary & Rationale:

Despite school counselor attempts to provide preventative services, crises do arise and students make decisions that necessitate consequences for their choices/behaviors. The first obligation is to ensure student safety. Once that occurs, the school counselor will work with all stakeholders to help the student find a sense of balance in order to function academically, behaviorally, and/or socially-emotionally and to help the student learn alternate solutions for the future. In the event of suicide, substance abuse, family abuse/neglect, or traumatic event, it is imperative to stabilize individuals, families, and/or school community.

Timeline:

September – June as needed.

New Jersey Student Learning Standards

Standard 2.1 Wellness- All students will acquire health promotion concepts and skills to support a healthy active lifestyle.

Standard 2.2 Integrated Skills- All students will develop and use personal and interpersonal skills to support a healthy active lifestyle.

Strand E (2.1)- Social and Emotional Health

Strand E (2.2)- Health Services and Information

Content Statement: Stress management skills impact an individual's ability to cope with different types of emotional situations. Social and emotional development impacts all components of wellness. Knowing how to locate health professionals in the home, at school, and in the community assists in addressing health emergencies and obtaining reliable information. Communicating health needs to trusted adults and professionals assists in the prevention, early detection, and treatment of health problems

CPI #	Cumulative Progress Indicator (CPI)
2.1.4.E.3	Determine ways to cope with rejection, loss, and separation.
2.1.6.E.1	Examine how personal assets and protective factors support healthy social and emotional development.
2.2.2.E.1	Determine where to access home, school, and community health professionals.
2.2.4.E.1	Identify health services and resources provided in the school and community and determine how each assists in addressing health needs and emergencies.

ASCA National Standards

Standard A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.

Standard B: Students will make decisions, set goals and take necessary action to achieve goals.

Standard C: Students will understand safety and survival skills.

PS:A1.5	Identify and express feelings
PS:A2.1	Recognize that everyone has rights and responsibilities
PS:A1.6	Distinguish between appropriate and inappropriate behavior
PS:A1.7	Recognize personal boundaries, rights and privacy needs
PS:A1.8	Understand the need for self-control and how to practice it
PS:B1.4	Develop effective coping skills for dealing with problems.
PS:B1.12	Develop an action plan to set and achieve realistic goals
PS:C1.2	Learn about the relationship between rules, laws, safety and the protection of rights of the individual
PS:C1.5	Differentiate between situations requiring peer support and situations requiring adult professional help
PS:C1.6	Identify resource people in the school and community, and know how to seek their help
PS:C1.11	Learn coping skills for managing life events
Mindsets & Behaviors	
M 1	Belief in development of whole self, including a healthy balance of mental, social/ emotional and physical well-being
B-SMS 7	Demonstrate effective coping skills when faced with a problem
B-SMS 8	Demonstrate the ability to balance school, home and community activities
B-SMS 9	Demonstrate personal safety skills
B-SMS 10	Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities
B-SS 8	Demonstrate advocacy skills and ability to assert self, when necessary
Instructional Focus	
Unit Enduring Understandings	
This unit will allow students to safely manage conflicts and crises, identify their feelings and needs, and receive the necessary support.	
Unit Essential Questions	
<ul style="list-style-type: none"> • What is the law and protocol regarding a conflict or crisis? • Who will provide the support I need? 	
Objective:	
<ul style="list-style-type: none"> • Students will identify their crisis and understand that they need support to cope with traumatic events. • Students will distinguish between appropriate and inappropriate behaviors and understand the need for self-control and respect for others. 	
Students will:	
<ul style="list-style-type: none"> • Learn to express their feelings and how to advocate for their needs. • Understand rules, policies, laws and protocol governing the management of crisis events and those listed in the Code of Conduct. • Work with others to resolve their crisis and get the support they need. • Identify their role in a conflict and take responsibility to alter their behavior. 	

Evidence of Learning

Assessment: Follow up with recommended resources and supports and/or student will write a reflective statement.

Questions:

- Who are you working with to help you with this issue?
- What coping skills are you learning from this support person?
- What else do you need?
- What consequences have your behaviors had?
- If faced with a similar situation, what will you do differently?

Competencies for 21st Century Learners

	Collaborative Team Member	X	Effective Communicator
X	Globally Aware, Active, & Responsible Student/Citizen		Information Literate Researcher
X	Innovative & Practical Problem Solver		Self-Directed Learner

Resources

Method of Delivery:

- Parent Involvement
- Individual Initial and Follow-up
- Risk assessment
- DCP&P, if warranted
- Small Groups (i.e. anger management, respect)

Suggested Resources:

- Safety Contract
- Behavior Contract
- WW-P Crisis Manual
- WW-P Guide to Traumatic Loss
- Student Code of Conduct
- Counselor / Physician Referral List (i.e. hotlines, outside professionals)
- Waiver Form (signed by parent)
- Possible Assemblies (consult with administration)
- *Managing Sudden Traumatic Loss in the Schools*, by Maureen Underwood and Karen Dunne-Maxim

Consultations:

- Parent
- Teachers
- Administration
- CST, Nurse, and/or SAC-HIB Specialist
- Outside Professionals (Counselors, Physicians etc.)
- School Based Crisis Team

Unit Title: Personal/Social Development	
Content Area: Guidance	
Activity & Grade Level: Social/Communication Skills K-5	
Summary & Rationale:	
<p>Communication is an important life skill necessary for establishing and maintaining positive and productive relationships, evaluating mediated messages, and presenting themselves in effective and competent ways to others.</p> <p>It is essential for students to understand and develop the social skills required for effective interpersonal relationships. Basic social skills such as being polite to others, taking turns, making friends, and controlling one's emotions are foundational skills to help students adjust to the structure of the school environment.</p>	
Timeline:	
September-June	
New Jersey Student Learning Standards	
<p>Standard 2.1 Wellness- All students will acquire health promotion concepts and skills to support a healthy active lifestyle.</p> <p>2.2 Integrated Skills- All students will develop and use personal and interpersonal skills to support a healthy active lifestyle.</p>	
<p>Strand E: Social and Emotional Health Strand A: Interpersonal Communication</p>	
<p>Content Statement: Many factors at home, school and in the community impact social and emotional health. Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.</p>	
CPI #	Cumulative Progress Indicator (CPI)
2.1.2.E.1	Identify basic social and emotional needs of all people.
2.2.4.A.2	Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others.
2.2.6.A.2	Demonstrate use of refusal, negotiation, and assertiveness skills in different situations.
2.2.8.A.1	Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures in different situations.
2.2.12.A.2	Demonstrates strategies to prevent, manage, or resolve interpersonal conflicts.

ASCA National Standards

Standard A: Students will acquire the attitudes, knowledge and interpersonal skills to help them understand and respect self and others.

Standard B: Students will make decisions, set goals and take necessary action to achieve goals.

PS:A1.6	Distinguish between appropriate and inappropriate behavior.
PS:A1.7	Recognize personal boundaries, rights and privacy needs.
PS:A1.9	Demonstrate cooperative behavior in groups.
PS:A2.3	Recognize, accept, respect and appreciate individual differences.
PS:A2.6	Use effective communication skills.
PS:A2.8	Learn how to make and keep friends.
PS:A2.7	Know that communication involves speaking, listening and non-verbal behavior.
Mindsets & Behaviors	
M 1	Belief in development of whole self, including a healthy balance of mental, social/ emotional and physical well-being
M 3	Sense of belonging in the school environment
B-SS 1	Use effective oral and written communication skills and listening skills
B-SS 2	Create positive and supportive relationships with other students
B-SS 3	Create relationships with adults that support success

B-SS 4	Demonstrate empathy
B-SS 5	Demonstrate ethical decision-making and social responsibility
B-SS 6	Use effective collaboration and cooperation skills
B-SS 7	Use leadership and teamwork skills to work effectively in diverse teams
B-SS 8	Demonstrate advocacy skills and ability to assert self, when necessary
B-SS 9	Demonstrate social maturity and behaviors appropriate to the situation and environment
B-LS 5	Apply media and technology skills

Instructional Focus

Unit Enduring Understandings

This unit will teach students skills necessary for effective communication.
This unit will allow students to develop and maintain positive relationships.

Unit Essential Questions

- What is effective communication?
- What is nonverbal communication?
- What are good listening skills?
- What are effective conversation skills?
- Why is personal space important?

Objective: Students will learn the skills necessary for developing and maintaining positive relationships.

Students will:

- Students will demonstrate an understanding of effective communication skills by role-playing with peers, discussions or class activities.
- Students will practice conversational skills.
- Students will practice appropriate social skills.

Evidence of Learning

Assessment: Informal observation
Review of student activity
Comments during whole group discussion
Teacher and student feedback

Competencies for 21st Century Learners

x	Collaborative Team Member	x	Effective Communicator
	Globally Aware, Active, & Responsible Student/Citizen		Information Literate Researcher
x	Innovative & Practical Problem Solver		Self-Directed Learner

Resources

Method of Delivery:

- Developmentally appropriate lessons
- Individual and/or small group follow-up
- School wide programs to promote positive school climate (including those suggested by the School Safety Team)

Suggested Resources:

- *Social Skills Picture Book* by Jed Baker
- Julia Cook Books
- Cheri Meiners Books
- Trudy Ludwig Books
- *Social Skills Training* by Jed Baker
- *101 Ways to Teach Children Social Skills*, by Lawrence E. Shapiro
- *Everyone is Included*, by Kathie Guild
- Relevant media sources