

COURSE: Guidance	GRADE(S): K, 1
UNIT: Academic Development A	

ASCA NATIONAL STANDARDS:
Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.

STATE STANDARDS: No state standard is available at this time.

UNIT COMPETENCIES/OBJECTIVES:

A:A1 Improve Academic Self-Concept

A: A1.2 Display a positive interest in learning
A. A1.3 Take pride in work and achievement
A: A1.4 Accept mistakes as essential to the learning process

A:A2 Acquire Skills for Improving Learning

A: A2.2 Demonstrate how effort and persistence positively affect learning
A: A2.3 Use communication skills to know when and how to ask for help when needed

<p>SUGGESTED ACTIVITIES:</p> <p>Review school-wide expectations with regard to responsibility and trustworthiness.</p> <p>Identify personal characteristics that demonstrate effort and persistence.</p> <p>Practice asking for help.</p> <p>Explore how practice/making mistakes leads to success.</p> <p>Brainstorm abilities, skills and traits that lead to success.</p> <p>Share examples of ways people are successful.</p> <p>Participate in daily classroom lessons and activities.</p> <p>Counselor directed differentiated instructional activities are ongoing and based on student need.</p> <p>SUGGESTED RESOURCES:</p> <p>Bug Books Curriculum, PCI Educational Publishing</p> <p>Learning to Get Along Series, Meiners, C. (Free Spirit)</p> <p>Websites: Interventioncentral.org Fcpsteach.org/guidance Guidancechannel.com Tep.uoregon.edu/resources/faqs/motivatingstudents/motivating.html Educationworld.com Fldoe.org/workforce/programs/cd_lesson.asp Pmsd.org</p>	<p>SUGGESTED ASSESSMENTS:</p> <p>Direct observation and individual contact Monitor student attendance Monitor student academic progress through progress reports and report cards On going consultation with classroom teachers</p> <p>SUGGESTED REMEDIATION:</p> <p>Group or individual sessions Parent Teacher Conferences Instructional Support Referral to outside agencies</p> <p>SUGGESTED ENRICHMENT:</p> <p>Gifted Referrals and Screenings School Wide Positive Behavior Support Plan Referral to community activities</p> <p>Student Involvement In: Before and After School Programs Peer Tutoring/Mentoring</p>
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COURSE: Guidance	GRADE(S): 2, 3
UNIT: Academic Development A	

ASCA NATIONAL STANDARDS:
Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.

STATE STANDARDS: No state standard is available at this time.

UNIT COMPETENCIES/OBJECTIVES:

A:A1 Improve Academic Self-Concept
A: A1.2 Display a positive interest in learning
A: A1.3 Take pride in work and achievement
A: A1.4 Accept mistakes as essential to the learning process
A: A1.5 Develop and identify attitudes and behaviors that lead to successful learning

A:A2 Acquire Skills for Improving Learning
A: A2.2 Demonstrate how effort and persistence positively affect learning
A: A2.3 Use communication skills to know when and how to ask for help when needed

A:A3 Achieve School Success
A: A3.1 Take responsibility for their actions.
A: A3.2 Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students.

<p>SUGGESTED ACTIVITIES: Review school-wide expectations including the concepts of responsibility and trustworthiness, especially with regard to academic expectations/success.</p> <p>Students will name abilities, skills, and traits that contribute to personal success.</p> <p>Identify consequences of inappropriate behavior.</p> <p>Participate in daily classroom lessons and activities, including cooperative learning classroom activities.</p> <p>Counselor directed differentiated instructional activities are ongoing and based on student need.</p> <p>SUGGESTED RESOURCES: PMSD Student Handbook</p> <p>Bug Books Curriculum, PCI Educational Publishing</p> <p>Learning to Get Along Series, Meiners, C. (Free Spirit)</p> <p>Websites: Interventioncentral.org Fcpsteach.org/guidance Guidancechannel.com Tep.uoregon.edu/resources/faqs/motivatingstudents/motivating.html Educationworld.com Fldoe.org/workforce/programs/cd_lesson.asp</p>	<p>SUGGESTED ASSESSMENTS: Direct observation and individual contact Monitor student attendance Monitor student academic progress On going consultation with classroom teachers</p> <p>SUGGESTED REMEDIATION: Group or individual sessions Parent Teacher Conferences Instructional Support Referral to outside agencies</p> <p>SUGGESTED ENRICHMENT: Gifted Referrals and Screenings School Wide Positive Behavior Support Plan Referral to community activities</p> <p>Student Involvement In: Before and After School Programs Peer Tutoring/Mentoring</p>
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COURSE: Guidance	GRADE(S): 4, 5
UNIT: Academic Development A	

ASCA NATIONAL STANDARDS:
Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.

STATE STANDARDS: No state standards are available at this time.

UNIT COMPETENCIES/OBJECTIVES:

A:A1 Improve Academic Self-Concept
A: A1.1 Articulate feelings of competence and confidence as learners
A: A1.2 Display a positive interest in learning
A: A1.3 Take pride in work and achievement
A: A1.4 Accept mistakes as essential to the learning process
A: A1.5 Develop and identify attitudes and behaviors that lead to successful learning

A:A2 Acquire Skills for Improving Learning
A: A2.1 Apply time-management and task-management
A: A2.2 Demonstrate how effort and persistence positively affect learning
A: A2.3 Use communication skills to know when and how to ask for help when needed
A: A2.4 Apply knowledge and learning styles to positively influence school performance

A:A3 Achieve School Success
A: A3.1 Take responsibility for their actions

<p>SUGGESTED ACTIVITIES: Review school-wide expectations including the concepts of responsibility and trustworthiness especially with regard to academic expectations/success.</p> <p>Discuss abilities, skills and traits that contribute to personal success, including the concepts of perseverance and practice and knowledge of learning styles.</p> <p>Identify time management techniques including use of academic planners.</p> <p>Identify consequences of inappropriate behavior.</p> <p>Participate in daily classroom lessons and activities.</p> <p>Counselor directed differentiated instructional projects and activities are ongoing and based on student need.</p> <p>SUGGESTED RESOURCES: PMSD School Handbook</p> <p>Ready to Use Social Skills Lessons and Activities for grades 3-4 and 5-6, Begun, R.</p> <p>Seven Steps to Good Study Habits, Sunburst Video Series Websites: Interventioncentral.org Fcpsteach.org/guidance</p>	<p>SUGGESTED ASSESSMENTS: Direct observation and individual contact Monitor student attendance Monitor student academic progress On going consultation with classroom teachers</p> <p>SUGGESTED REMEDIATION: Group or individual sessions Parent Teacher Conferences Instructional Support Referral to outside agencies</p> <p>SUGGESTED ENRICHMENT: Gifted Referrals and Screenings School Wide Positive Behavior Support Plan Referral to community activities</p> <p>Student Involvement In: Before and After School Programs Peer Tutoring/Mentoring</p>
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COURSE: Guidance	GRADE(S): K, 1
UNIT: Academic Development B, C	

ASCA NATIONAL STANDARDS:
Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options including college.
Standard C: Students will understand the relationship of academics to the world of work and to life at home and in the community.

STATE STANDARDS: No state standards are available at this time.

UNIT COMPETENCIES/OBJECTIVES:

A:B1 Improve Learning
A: B1.3 Apply the study skills necessary for academic success at each level

A:C1 Relate School to Life Experiences
A: C1.3 Understand the relationship between learning and work

<p>SUGGESTED ACTIVITIES:</p> <p>Review school-wide expectations with regard to responsibility and trustworthiness.</p> <p>Participate in group activities that allow for transition between tasks.</p> <p>Be able to identify what is needed to be prepared for class.</p> <p>Practice asking for help.</p> <p>Utilize homework folders.</p> <p>Participate in daily classroom lessons and activities.</p> <p>Counselor directed differentiated instructional activities are ongoing and based on student need.</p> <p>SUGGESTED RESOURCES:</p> <p>Ready to Use Social Skills Lessons and Activities for grades Pre-K – K and 1-2, Begun, R.</p> <p>Help Me Be Good Series, Joy Berry</p> <p>Learning to Get Along Series, Meiners, C. (Free Spirit)</p> <p>Websites: Interventioncentral.org Fcpsteach.org/guidance Guidancechannel.com Tep.uoregon.edu/resources/faqs/motivatingstudents/motivating.html Educationworld.com Fldoe.org/workforce/programs/cd_lesson.asp</p>	<p>SUGGESTED ASSESSMENTS:</p> <p>Monitor student attendance Monitor student academic progress through progress reports and report cards Direct observation and individual contact On going consultation with classroom teachers</p> <p>SUGGESTED REMEDIATION:</p> <p>Group or individual sessions Instructional Support Referral to outside agencies</p> <p>SUGGESTED ENRICHMENT:</p> <p>Gifted Referrals and Screenings School Wide Positive Behavior Support Plan Referral to community activities</p> <p>Student Involvement In: Before and After School Programs Peer Tutoring/Mentoring</p>
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COURSE: Guidance	GRADE(S): 2, 3
UNIT: Academic Development B, C	

<p>ASCA NATIONAL STANDARDS: Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options including college.</p> <p>Standard C: Students will understand the relationship of academics to the world of work and to life at home and in the community.</p>

STATE STANDARDS: No state standards are available at this time.
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<p>UNIT COMPETENCIES/OBJECTIVES:</p> <p><u>A:B1 Improve Learning</u> A: B1.3 Apply the study skills necessary for academic success at each level</p> <p><u>A:B2 Plan to Achieve Goals</u> A: B2.6 Understand the relationship between classroom performance and success in school</p> <p><u>A:C1 Relate School to Life Experiences</u> A: C1.3 Understand the relationship between learning and work</p>

<p>SUGGESTED ACTIVITIES:</p> <p>Review school-wide expectations: responsibility, trustworthiness, especially with regard to academic expectations/success.</p> <p>Participate in a discussion of the relationship between school attendance, participation and success in school.</p> <p>Utilize homework folder / assignment books.</p> <p>Participate in daily classroom lessons and activities.</p> <p>Counselor directed differentiated instructional activities are ongoing and based on student need.</p> <p>SUGGESTED RESOURCES: PMSD Student Handbook</p> <p>You Can Succeed in School, Sunburst Video Series</p> <p>Bug Books Curriculum, PCI Educational Publishing</p> <p>Ready to Use Social Skills Lessons and Activities for grades 1-2, and 3-4, Begun, R.</p> <p>Websites: Guidancechannel.com Tep.uoregon.edu/resources/faqs/motivatingstudents/motivating.html Fldoe.org/workforce/programs/cd_lesson.asp Educationworld.com Fcpsteach.org/guidance</p>	<p>SUGGESTED ASSESSMENTS:</p> <p>Monitor student attendance Monitor student academic progress through progress reports and report cards Direct observation and individual contact On going consultation with classroom teachers</p> <p>SUGGESTED REMEDIATION:</p> <p>Group or individual sessions: Study Skills Time Management Test taking strategies Organization Skills</p> <p>Instructional Support</p> <p>Referral to outside agencies</p> <p>SUGGESTED ENRICHMENT:</p> <p>Gifted Referrals and Screenings School Wide Positive Behavior Support Plan Referral to community activities</p> <p>Student Involvement In: Before and After School Programs Peer Tutoring/Mentoring</p>
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COURSE: Guidance	GRADE(S): 4, 5
UNIT: Academic Development B, C	
<p>ASCA NATIONAL STANDARDS: Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options including college.</p> <p>Standard C: Students will understand the relationship of academics to the world of work and to life at home and in the community.</p>	
STATE STANDARDS: No state standards are available at this time.	
<p>UNIT COMPETENCIES/OBJECTIVES:</p> <p><u>A:B1 Improve Learning</u> A: B1.2 Learn and apply critical thinking skills A: B1.3 Apply the study skills necessary for academic success at each level A: B1.7 Become a self-directed and independent learner</p> <p><u>A:B2 Plan to Achieve Goals</u> A: B2.1 Establish challenging academic goals A: B2.6 Understand the relationship between classroom performance and success in school</p> <p><u>A:C1 Relate School to Life Experiences</u> A: C1.1 Demonstrate the ability to balance school, studies, extracurricular, leisure time and family life</p>	
<p>SUGGESTED ACTIVITIES: Review school-wide expectations with regard to responsibility and citizenship.</p> <p>Utilize assignment planner and time management techniques to become a self-directed learner.</p> <p>Identify time management techniques.</p> <p>Explore interests, develop goals and identify goal setting strategies.</p> <p>Identify personal strengths and weaknesses.</p> <p>Participate in daily classroom lessons and activities.</p> <p>Counselor directed differentiated instructional activities are ongoing and based on student need.</p> <p>SUGGESTED RESOURCES: Ready to Use Social Skills Lessons and Activities for grades 3-4 and 5-6, Begun, R.</p> <p>Seven Steps to Good Study Habits, Sunburst Video Series</p> <p>Websites: Fcpsteach.org/guidance Guidancechannel.com Educationworld.com Fldoe.org/workforce/programs/cd_lesson.asp</p>	<p>SUGGESTED ASSESSMENTS: Monitor student attendance Monitor student academic progress through progress reports and report cards Direct observation and individual contact On going consultation with classroom teachers</p> <p>SUGGESTED REMEDIATION: Group or individual sessions Instructional Support Referral to outside agencies</p> <p>SUGGESTED ENRICHMENT: Gifted Referrals and Screenings School Wide Positive Behavior Support Plan Referral to community activities</p> <p>Student Involvement In: Before and After School Programs Peer Tutoring/Mentoring</p>

COURSE: Guidance	GRADE(S): K, 1
UNIT: Personal Social Development A	

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

STATE STANDARDS: No state standard is available at this time.

UNIT COMPETENCIES/OBJECTIVES:

PS:A1 Acquire Self-Knowledge
PS: A1.5 Identify and express feelings
PS: A1.6 Distinguish between appropriate and inappropriate behavior
PS: A1.9 Demonstrate cooperative behavior in groups

PS:A2 Acquire Interpersonal Skills
PS: A2.3 Recognize, accept, respect and appreciate individual differences
PS: A2.6 Use effective communications skills
PS: A2.8 Learn how to make and keep friends

<p>SUGGESTED ACTIVITIES: Review school-wide expectations with regard to respect and caring.</p> <p>Identify and explore feelings.</p> <p>Practice listening and communication skills.</p> <p>Identify characteristics of a good friend.</p> <p>Discuss consequences of inappropriate behavior.</p> <p>Participate in school wide differences/diversity activities.</p> <p>Demonstrate appropriate classroom behavior.</p> <p>Participate in daily classroom lessons and activities.</p> <p>Counselor directed differentiated instructional activities are ongoing and based on student need.</p> <p>SUGGESTED RESOURCES: PMSD Student Handbook Bug Books Curriculum, PCI Educational Publishing Ready to Use Social Skills Lessons and Activities for grades Pre-K – K and 1-2, Begun, R.</p> <p>Learning to Get Along Series, Meiners, C. (Free Spirit)</p> <p>Character Education Library, Marsh Media</p> <p>Websites: Interventioncentral.org Fcpsteach.org/guidance Educationworld.com Fldoe.org/workforce/programs/cd_lesson.asp Behavioradvisor.com/oldindex.html Godcharacter.com</p>	<p>SUGGESTED ASSESSMENTS:</p> <p>Direct observation and individual contact Monitor student attendance Review discipline referrals On going consultation with classroom teachers Review progress reports and report cards</p> <p>SUGGESTED REMEDIATION:</p> <p>Group or individual sessions Behavior Plan Instructional Support Referral to outside agencies Parent teacher conferences</p> <p>SUGGESTED ENRICHMENT:</p> <p>School Wide Positive Behavior Support Plan Referral to community activities</p> <p>Student Involvement In: Before and After School Programs Peer Tutoring/Mentoring</p>
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COURSE: Guidance	GRADE(S): 2, 3
UNIT: Personal Social Development A	

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

STATE STANDARDS: No state standard is available at this time.

UNIT COMPETENCIES/OBJECTIVES:

PS:A1 Acquire Self-Knowledge
PS: A1.1 Develop positive attitudes toward self as a unique and worthy person
PS: A1.4 Understand change as a part of growth
PS: A1.5 Identify and express feelings
PS: A1.6 Distinguish between appropriate and inappropriate behavior
PS: A1.8 Understand the need for self-control and how to practice it
PS: A1.10 Identify personal strengths and assets
PS: A1.12 Identify and discuss changing personal and social roles

PS:A2 Acquire Interpersonal Skills
PS: A2.1 Recognize that everyone has rights and responsibilities
PS: A2.3 Recognize, accept, respect and appreciate individual differences
PS: A2.4 Recognize, accept and appreciate ethnic and cultural diversity
PS: A2.6 Use effective communication skills
PS: A2.7 Know that communication involves speaking, listening and non-verbal behavior
PS: A2.8 Learn how to make and keep friends

<p>SUGGESTED ACTIVITIES: Review school-wide expectations: caring/respect.</p> <p>Identify personal strengths and assets to facilitate change and growth.</p> <p>Identify and explore feelings and strategies to express feelings, wants, needs, appropriately.</p> <p>Practice listening skills and communication skills to promote self-control and respecting others.</p> <p>Demonstrate appropriate classroom behavior.</p> <p>Participate in daily classroom lessons and activities, including cooperative learning.</p> <p>Counselor directed differentiated instructional activities are ongoing and based on student need.</p> <p>SUGGESTED RESOURCES: Bug Books Curriculum, PCI Educational Publishing Ready to Use Social Skills Lessons and Activities for grades 1-2 and 3-4, Begun, R. Learning to Get Along Series, Meiners, C. (Free Spirit) Character Education Library, Marsh Media Websites: Interventioncentral.org Fcpsteach.org/guidance Fldoe.org/workforce/programs/cd_lesson.asp Behavioradvisor.com/oldindex.html Goodcharacter.com</p>	<p>SUGGESTED ASSESSMENTS: Direct observation and individual contact Monitor student attendance Review discipline referrals On going consultation with classroom teachers Review progress reports and report cards</p> <p>SUGGESTED REMEDIATION: Group or individual sessions Individual Behavior Plan Instructional Support Referral to outside agencies Parent teacher conferences</p> <p>SUGGESTED ENRICHMENT: Participate in school wide differences/diversity activities School Wide Positive Behavior Support Plan Referral to community activities</p> <p>Student Involvement In: Before and After School Programs Peer Tutoring/Mentoring</p>
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COURSE: Guidance	GRADE(S): 4, 5
UNIT: Personal Social Development A	

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

STATE STANDARDS: No state standard is available at this time.

UNIT COMPETENCIES/OBJECTIVES:

PS:A1 Acquire Self-Knowledge

- PS: A1.1 Develop positive attitudes toward self as a unique and worthy person
- PS: A1.2 Identify values, attitudes and beliefs
- 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: A1.10 Identify personal strengths and assets

PS:A2 Acquire Interpersonal Skills

- PS: A2.1 Recognize that everyone has rights and responsibilities
- 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: A2.7 Know that communication involves speaking, listening and non-verbal behavior
- PS: A2.8 Learn how to make and keep friends

<p>SUGGESTED ACTIVITIES: Review school-wide expectations with regard to respect and responsibility.</p> <p>Participate in a discussion of values, attitudes and beliefs, including alternative points of view.</p> <p>Identify the steps to problem solving and conflict resolution.</p> <p>Practice listening and communication skills to promote self-control and respecting others.</p> <p>Discuss the importance of personal boundaries.</p> <p>Identify personal strengths, assets to facilitate change and growth.</p> <p>Demonstrate appropriate classroom behavior daily in classroom lessons and activities.</p> <p>Counselor directed differentiated instructional activities are ongoing and based on student need.</p> <p>SUGGESTED RESOURCES: Ready to Use Social Skills Lessons and Activities for grades 3-4 and 5-6, Begun, R.</p> <p>Websites: Teachingtolerance.org Fcpsteach.org/guidance Fldoe.org/workforce/programs/cd_lesson.asp Behavioradvisor.com/oldindex.html Goodcharacter.com</p>	<p>SUGGESTED ASSESSMENTS:</p> <ul style="list-style-type: none"> Direct observation and individual contact Monitor student attendance Review discipline referrals On going consultation with classroom teachers Review progress reports and report cards <p>SUGGESTED REMEDIATION:</p> <ul style="list-style-type: none"> Group or individual sessions Individual Behavior Plans Instructional Support Referral to outside agencies Parent teacher conferences <p>SUGGESTED ENRICHMENT: School Wide Positive Behavior Support Plan Referral to community activities Participate in school wide differences/diversity activities.</p> <p>Student Involvement In: Before and After School Programs Peer Tutoring/Mentoring</p>
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COURSE: Guidance	GRADE(S): K, 1
UNIT: Personal Social Development B	

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

STATE STANDARDS: No state standard is available at this time.

UNIT COMPETENCIES/OBJECTIVES:

PS:B1 Self-Knowledge Application

PS: B1.2 Understand consequences of decisions and choices
 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

SUGGESTED ACTIVITIES:
 Review school-wide expectations with regard to responsibility and fairness.

Identify possible solutions to a given problem.

Discuss consequences related to a given problem.

Identify consequences of appropriate and inappropriate behavior.

Review and practice asking for help when needed.

Participate in daily classroom lessons and activities.

Counselor directed differentiated instructional activities are ongoing and based on student need.

SUGGESTED RESOURCES:

Help Me Be Good Series, Joy Berry

Bug Books Curriculum, PCI Educational Publishing

Ready to Use Social Skills Lessons and Activities for grades Pre-K –K and 1-2 Begun, R.

Learning to Get Along Series, Meiners, C. (Free Spirit)

Character Education Library, Marsh Media

Websites:
 Interventioncentral.org
 Fcpsteach.org/guidance
 Guidancechannel.com
 Tep.uoregon.edu/resources/faws/motivatingstudents/motivating.html
 Educationworld.com
 Fldoe.org/workforce/programs/cd_lesson.asp
 Behavioradvisor.com/oldindex.html
 Goodcharacter.com
 Pmsd.org

SUGGESTED ASSESSMENTS:

Direct observation and individual contact
 Monitor student attendance
 Review discipline referrals
 On going consultation with classroom teachers
 Review progress reports and report cards

SUGGESTED REMEDIATION:

Group or individual sessions
 Instructional Support
 Referral to outside agencies
 Parent teacher conferences
 Individual behavior contracts

SUGGESTED ENRICHMENT:

School Wide Positive Behavior Support Plan
 Referral to community activities

Student involvement In:
 Before and After School Programs
 Peer tutoring/mentoring

COURSE: Guidance	GRADE(S): 2, 3
UNIT: Personal Social Development B	

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

STATE STANDARDS: No state standard is available at this time.

UNIT COMPETENCIES/OBJECTIVES:

PS:B1 Self-Knowledge Application
 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: B1.6 Know how to apply conflict resolution skills
 PS: B1.8 Know when peer pressure is influencing a decision

<p>SUGGESTED ACTIVITIES:</p> <p>Review school-wide expectations with regard to responsibility and respect.</p> <p>Identify factors that influence making decisions.</p> <p>Identify possible solutions to a given problem.</p> <p>Discuss consequences related to a given problem.</p> <p>Practice utilizing effective coping skills and applying conflict resolution skills, including with respect to peer pressure.</p> <p>Identify consequences of appropriate and inappropriate behavior.</p> <p>Participate in daily classroom lessons and activities.</p> <p>Counselor directed differentiated instructional activities are ongoing and based on student need.</p> <p>SUGGESTED RESOURCES:</p> <p>Bug Books Curriculum, PCI Educational Publishing</p> <p>Ready to Use Social Skills Lessons and Activities for grades 1-2 and 3-4, Begun, R.</p> <p>Learning to Get Along Series, Meiners, C. (Free Spirit)</p> <p>Character Education Library, Marsh Media</p> <p>Websites: Interventioncentral.org Fcpsteach.org/guidance Tep.uoregon.edu/resources/faqs/motivatingstudents/motivating.html Fldoe.org/workforce/programs/cd_lesson.asp Behavioradvisor.com/oldindex.html Goodcharacter.com</p>	<p>SUGGESTED ASSESSMENTS:</p> <p>Direct observation and individual contact Monitor student attendance Review discipline referrals On going consultation with classroom teachers Review progress reports and report cards</p> <p>SUGGESTED REMEDIATION:</p> <p>Group or individual sessions Instructional Support Referral to outside agencies Parent teacher conferences Individual behavior contracts</p> <p>SUGGESTED ENRICHMENT:</p> <p>School Wide Positive Behavior Support Plan Referral to community activities</p> <p>Student Involvement In: Before and After School Programs Peer Tutoring/Mentoring</p>
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COURSE: Guidance	GRADE(S): 4, 5
UNIT: Personal Social Development B	

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

STATE STANDARDS: No state standard is available at this time.

UNIT COMPETENCIES/OBJECTIVES:

PS:B1 Self-Knowledge Application

PS: B1.1 Use a decision-making and problem-solving model
 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: B1.6 Know how to apply conflict resolution skills
 PS: B1.7 Demonstrate a respect and appreciation for individual and cultural differences
 PS: B1.8 Know when peer pressure is influencing a decision
 PS: B1.9 Identify long-term and short-term goals

SUGGESTED ACTIVITIES:

Review school-wide expectations with regard to respect, responsibility, and fairness.

Identify and utilize decision making and problem solving strategies.

Identify factors that influence making decisions.

Practice utilizing effective coping skills (i.e. stress management techniques) and applying conflict resolution skills, including how to manage peer pressure.

Describe the difference between short and long term goals and strategies required to achieve each.

Describe individual similarities and differences.

Participate in daily classroom lessons and activities.

Counselor directed differentiated instructional activities are ongoing and based on student need.

SUGGESTED RESOURCES:

Ready to Use Social Skills Lessons and Activities for grades 3-4 and 5-6, Begun, R.

Websites:
 Interventioncentral.org
 Fcpsteach.org/guidance
 Guidancechannel.com
 Tep.uoregon.edu/resources/faqs/motivatingstudents/motivating.html
 Educationworld.com
 Fldoe.org/workforce/programs/cd_lesson.asp
 Behavioradvisor.com/oldindex.html
 Goodcharacter.com

SUGGESTED ASSESSMENTS:

Direct observation and individual contact
 Monitor student attendance
 Review discipline referrals
 On going consultation with classroom teachers
 Review progress reports and report cards

SUGGESTED REMEDIATION:

Group or individual sessions
 Instructional Support
 Referral to outside agencies
 Parent teacher conference
 Individual behavior contract

SUGGESTED ENRICHMENT:

School Wide Positive Behavior Support Plan
 Referral to community activities

Student Involvement In:
 Before and After School Programs
 Peer Tutoring/Mentoring

COURSE: Guidance	GRADE(S): K, 1
UNIT: Personal Social Development C	

ASCA NATIONAL STANDARDS:
Standard C: Students will understand safety and survival skills

STATE STANDARDS: No state standard is available at this time

UNIT COMPETENCIES/OBJECTIVES:

PS:C1 Acquire Personal Safety Skills

PS: C1.1 Demonstrate knowledge of personal information
 PS: C1.3 Learn about the difference between appropriate and inappropriate physical contact
 PS: C1.6 Identify resource people in the school and community, and know how to seek their help

SUGGESTED ACTIVITIES:
 Review school-wide expectations with regard to responsibility, respect, and citizenship.

Identify principal, counselor, school nurse, 911 and other helpers.

Review and practice asking for help when needed.

Identify phone number and address.

Discuss maintaining your own personal space.

Participate in daily classroom lessons and activities.

Counselor directed differentiated instructional activities are ongoing and based on student need.

SUGGESTED RESOURCES:

PMSD Student Handbook

Help Me Be Good Series, Joy Berry

Stranger Danger Program

Ready to Use Social Skills Lessons and Activities for grades Pre-K – K and 1-2, Begun, R.

Learning to Get Along Series, Meiners, C. (Free Spirit)

Character Education Library, Marsh Media

Websites:
 McGruff.org
 Cyberbullying.org
 Stopbullyingnow.hrsa.gov
 Interventioncentral.org
 Fcpsteach.org/guidance
 Guidancechannel.com
 Educationworld.com
 Pmsd.org

SUGGESTED ASSESSMENTS:

Direct observation and individual contact
 Monitor student attendance
 Review discipline referrals
 On going consultation with classroom teachers
 Review progress reports and report cards

SUGGESTED REMEDIATION:

Group or individual sessions
 Instructional Support
 Referral to outside agencies
 Parent teacher conferences

SUGGESTED ENRICHMENT:

School Wide Positive Behavior Support Plan
 Referral to community activities

Student Involvement In:
 Before and After School Programs
 Peer Tutoring/Mentoring

COURSE: Guidance	GRADE(S): 2, 3
UNIT: Personal Social Development C	

ASCA NATIONAL STANDARDS:
Standard C: Students will understand safety and survival skills

STATE STANDARDS: No state standard is available at this time

UNIT COMPETENCIES/OBJECTIVES:

PS:C1 Acquire Personal Safety Skills

- PS: C1.3 Learn about the difference between appropriate and inappropriate physical contact
- PS: C1.4 Demonstrate the ability to set boundaries, rights and personal privacy
- 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: C1.7 Apply effective problem-solving skills to make safe and healthy choices
- PS: C1.9 Learn to cope with peer pressure

<p>SUGGESTED ACTIVITIES:</p> <p>Review school-wide expectations with regard to respect and responsibility.</p> <p>Discuss personal space and boundaries.</p> <p>Discuss the appropriateness of telling secrets as it relates to personal safety and privacy.</p> <p>Discuss who/when to talk to about situations requiring adult help.</p> <p>Describe examples of teasing and bullying, peer pressure, and identify appropriate ways to respond.</p> <p>Participate in daily classroom lessons and activities.</p> <p>Counselor directed differentiated instructional activities are ongoing and based on student need.</p> <p>SUGGESTED RESOURCES:</p> <p>Bug Books Curriculum, PCI Educational Publishing</p> <p>Ready to Use Social Skills Lessons and Activities for grades 1-2 and 3-4, Begun, R.</p> <p>Learning to Get Along Series, Meiners, C. (Free Spirit)</p> <p>Websites: McGruff.org Cyberbullying.org Stopbullyingnow.hrsa.gov Interventioncentral.org Fcpsteach.org/guidance Guidancechannel.com Educationworld.com Fldoe.org/workforce/programs/cd_lesson.asp</p>	<p>SUGGESTED ASSESSMENTS:</p> <p>Direct observation and individual contact Monitor student attendance Review discipline referrals On going consultation with classroom teachers Review progress reports and report cards</p> <p>SUGGESTED REMEDIATION:</p> <p>Group or individual sessions Instructional Support Referral to outside agencies Parent teacher conference Individual behavior contract</p> <p>SUGGESTED ENRICHMENT:</p> <p>School Wide Positive Behavior Support Plan Referral to community activities</p> <p>Student Involvement In: Before and After School Programs Peer Tutoring/Mentoring</p>
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COURSE: Guidance	GRADE(S): 4, 5
UNIT: Personal Social Development C	
ASCA NATIONAL STANDARDS: Standard C: Students will understand safety and survival skills.	
STATE STANDARDS: No state standard is available at this time.	
UNIT COMPETENCIES/OBJECTIVES:	
<u>PS:C1 Acquire Personal Safety Skills</u>	
<p>PS: C1.2 Learn about the relationship between rules, laws, safety and the protection of rights of the individual</p> <p>PS: C1.4 Demonstrate the ability to set boundaries, rights and personal privacy</p> <p>PS: C1.5 Differentiate between situations requiring peer support and situations requiring adult professional help</p> <p>PS: C1.6 Identify resource people in the school and community, and know how to seek their help</p> <p>PS: C1.7 Apply effective problem-solving skills to make safe and healthy choices</p> <p>PS: C1.8 Learn about the emotional and physical dangers of substance use and abuse</p>	
<p>SUGGESTED ACTIVITIES:</p> <p>Review school-wide expectations regarding respect, responsibility and trustworthiness.</p> <p>Discuss personal space and boundaries.</p> <p>Discuss the appropriateness of telling secrets as it relates to personal safety and privacy.</p> <p>Describe examples of teasing, bullying, and cyber-bullying, and identify appropriate ways to respond.</p> <p>Participate in DARE program.</p> <p>Participate in daily classroom lessons and activities.</p> <p>Counselor directed differentiated instructional activities are ongoing and based on student need.</p> <p>SUGGESTED RESOURCES:</p> <p>Ready to Use Social Skills Lessons and Activities for grades 3-4, and 5-6, Begun, R.</p> <p>Websites: McGruff.org Cyberbullying.org Stopbullyingnow.hrsa.gov Interventioncentral.org Fcpsteach.org/guidance Guidancechannel.com Educationworld.com Fldoe.org/workforce/programs/cd_lesson.asp Pmsd.org</p>	<p>SUGGESTED ASSESSMENTS:</p> <p>Direct observation and individual contact Monitor student attendance Review discipline referrals On going consultation with classroom teachers Review progress reports and report cards</p> <p>SUGGESTED REMEDIATION:</p> <p>Group or individual sessions Instructional Support Referral to outside agencies Parent teacher conferences</p> <p>SUGGESTED ENRICHMENT:</p> <p>School Wide Positive Behavior Support Plan Referral to community activities</p> <p>Student Involvement In: Before and After School Programs Peer Tutoring/Mentoring</p>