

## Fort Osage Second Grade Counseling Curriculum

Unit Title	Lessons	Standards
<b>Social and Emotional Development</b>		
<b><i>Big Idea 1: Understanding Self as an Individual and as a Member of Diverse Local and Global Communities</i></b>		
ME Revisited	<p>Goldilocks Revisited  BU-Read aloud "When Sophie Gets Angry...Really Really Angry". Identify and practice copings strategies activity.</p> <p>CM-Zones of Regulation</p> <p>BH: "Listening to My Body" Lesson</p> <p>IT - Zones of Regulation</p> <p>EG Morning Meetings: Book "On Monday When It Rained" and "The Way I Feel"; Class creates Feelings Anchor Chart</p>	<p>-Express a variety of feelings.</p> <p>-Compare and contrast character traits needed for different situations.</p>
	<p>The Many Roles I Play in My Community  BU-Careers Charades Activity and Lesson</p> <p>CM-Junior Achievement Lessons</p> <p>IT - <u>The Many Roles I Play in My Community</u> Lesson</p> <p>EG: Junior Achievement Lesson People in the Community Work</p>	<p>-Identify personal roles in the community.</p>

	<p>Together</p> <p>BH: Read and discuss “What Shoes Will I Wear.”</p>	
<b>Big Idea 2: Interacting with Others in Ways that Respect Individual and Group Differences</b>		
Individual and Group Differences	<p>Acting Out Respect and Compromise</p> <p>BU-Read <i>Enemy Pie</i></p> <p>Book-Create friendship recipe activity.</p> <p>IT - CTBN:Respect: School Interviews</p> <p>CM-Read <i>Sorry!</i></p> <p>BH: Manners Sheriff Lesson.</p> <p>EG: Morning Meeting Conflict Resolution Lessons - Size of the problem; Book: “The Bad Seed”</p>	-Identify and demonstrate the interpersonal skills needed to make and keep a friend.
	<p>Family Traditions</p> <p>BU-Create class puzzle-each piece and person is unique.</p> <p>CM-Auto B Good “Respect” YouTube video</p> <p>IT - <a href="#">Family Traditions</a> Lesson</p> <p>BH: “My Coat of Many Colors” Lesson.</p> <p>EG: Social Studies Unit: Cultures and Traditions - Students compare the cultural characteristics in a variety of traditions</p>	-Identify similarities and differences among families and their traditions.

	<p>Be a Problem Solving Star  BU-1. Read EJ the Bully Book-Identify and practice Talk, Walk and Tell Strategy.</p> <p>BH: "Recess Queen" book and powerpoint and practice I-messages.</p> <p>IT: CTBN:Acceptance Book: The Recess Queen  Recess Queen Skits  How does it Feel? Worksheet</p> <p>CM-"Skate Expectations" YouTube video</p> <p>EG Morning Meetings: Size of the Problem discovered through scenarios; Stopped, Opt and Go teaching students problem solving strategy for safety  MOCSA Presentations  Book "A Bad Case of Tattle Tongue" - Practice problem solving steps; Video "Auto B Good Respect" - Practice giving compliments; Book "EJ and the Bully" - Identify and practice Talk, Walk and Tell Strategy.</p>	<p>-Identify the steps of solving problems and conflicts with others</p>
<b>Big Idea 3: Applying Personal Safety Skills and Coping Strategies</b>		
<p>What are safe and healthy choices, and how do I keep myself safe?</p> <p>CM-MOCSA and "The Boy Who Was</p>	<p>STAR Deputies  BU-1. Read EJ the Bully Book-Identify and practice Talk, Walk and Tell Strategy. 2. Read Tale of Sir Dragon-Discuss Good/Bad/Confusing Touch.</p>	<p>-Practice the steps of problem solving and decision making for personal safety.  -Apply personal safety strategies as they relate to different situations.</p>

<p>Swallowed By the Drug Monster” YouTube video</p>	<p>BH: “Recess Queen” book and powerpoint and practice I-messages. MOCSA-presentation</p> <p>IT - CTBN:Acceptance Book: The Recess Queen Recess Queen Skits How does it Feel? Worksheet</p> <p>EG Morning Meetings: Size of the Problem discovered through scenarios; Stopped, Opt and Go teaching students problem solving strategy for safety; MOCSA Presentations</p>	
	<p>STAR Deputies, Unite! BU-1. Read EJ the Bully Book-Identify Talk, Walk and Tell Strategy. 2. Read Tale of Sir Dragon-Discuss Good/Bad/Confusing Touch.</p> <p>BH: “Recess Queen” book and powerpoint and practice I-messages. MOCSA-presentation.</p> <p>IT - CTBN:Acceptance Book: The Recess Queen Recess Queen Skits How does it Feel? Worksheet</p> <p>EG Morning Meetings: Size of the Problem discovered through scenarios; Stopped, Opt and Go teaching students problem solving strategy for safety; MOCSA Presentations</p>	<p>-Practice the steps of problem solving and decision making for personal safety. -Apply personal safety strategies as they relate to different situations.</p>

<p>How does one cope with life-changing events?</p>	<p>Stressed Out Sally BU-Mind Up Curriculum K-2</p> <p>IT - Zones of Regulation - Using your tool box, Triggers</p> <p>EG Morning Meetings: Book - "Fantastic Elastic Brain"; Video - "Flipping Your Lid"; Series of lessons to teach students how their brain functions and strategies to cope with different life changes; Inner Coach vs. Inner Critic - Positive Self-Talk; I Messages; Social Thinking Lessons</p> <p>CM-Zones of Regulation</p> <p>BH: Listening To My Body Lesson and Bucketfilling books.</p>	<p>-Recognize the effects of life changes or events related to self and others.</p>
	<p>Sally's Super Day BU-Mind Up Curriculum K-2</p> <p>IT - Zones of Regulation - Using your tool box</p> <p>EG Morning Meetings: Book - "Fantastic Elastic Brain"; Video - "Flipping Your Lid"; Series of lessons to teach students how their brain functions and strategies to cope with different life changes; Inner Coach vs. Inner Critic - Positive Self-Talk; I Messages; Social Thinking Lessons</p>	<p>-Recognize the effects of life changes or events related to self and others.</p>

	<p>CM-Zones of Regulation</p> <p>BH: Listening To My Body Lesson and Bucketfilling books.</p>	
Academic Development		
Big Idea 4: Applying Skills Needed for Educational Achievement		
<p>Becoming a Self Starter</p> <p>CM-taught by classroom teachers</p>	<p>I WILL DO IT!</p> <p>BU-Whole group classroom instruction during morning meeting-Individual modeling and practice.</p> <p>BH: Taught in the classroom in morning meetings.</p> <p>IT - Taught during regular classroom instruction and during morning meetings</p> <p>EG Morning Meetings: Learning Dispositions Lessons</p>	<p>-Demonstrate skills needed to complete classroom tasks independently.</p> <p>-Build individual work habits and study skills that apply to a variety of learning situations.</p>
	<p>I DID IT!</p> <p>BU-Whole group classroom instruction during morning meeting-Individual modeling and practice.</p> <p>BH: Taught in the classroom in morning meetings.</p> <p>IT - Taught during regular classroom instruction and during morning meetings</p> <p>EG Morning Meetings: Learning Dispositions Lessons</p>	<p>-Demonstrate skills needed to complete classroom tasks independently.</p> <p>-Build individual work habits and study skills that apply to a variety of learning situations.</p>

**Big Idea 5: Applying the Skills of Transitioning Between Educational Levels**

Great Expectations!

CM-taught by Classroom teachers

Second Grade Great Expectations

BU-Whole group classroom instruction during morning meeting-Individual modeling and practice.

BH: Taught in the classroom in morning meetings.

IT - Taught during regular classroom instruction and during morning meetings

EG Morning Meetings: SOAR Expectations

-Develop strategies to meet increased school expectations.

I am Proud to be a Second Grader

BU-Whole group classroom instruction during morning meeting-Individual modeling and practice.

BH: Taught in the classroom in morning meetings.

IT - Taught during regular classroom instruction and during morning meetings

EG Morning Meetings: SOAR Expectations

-Develop strategies to meet increased school expectations.

**Big Idea 6: Developing and Monitoring Personal Plan of Study**

Goal Setting

Talk is Cheap (Part 1)

BU-Whole group classroom

-Identify goals that lead to learner success.

<p>CM-taught by classroom teachers and The Leader in Me</p>	<p>instruction during morning meeting-Individual modeling and practice.</p> <p>BH: Taught in the classroom in morning meetings and goal setting.</p> <p>IT - Taught during regular classroom instruction and during morning meetings</p> <p>EG Morning Meetings: Superflex vs. Rock Brain; Learning Disposition Lessons; Classroom Lessons: Teaching goal setting using various individual student data.</p>	
	<p>Talk is Cheap (Part 2) BU-Whole group classroom instruction during morning meeting-Individual modeling and practice.</p> <p>BH: Taught in the classroom in morning meetings and goal setting.</p> <p>IT - Taught during regular classroom instruction and during morning meetings</p> <p>EG Morning Meetings: Superflex vs. Rock Brain; Learning Disposition Lessons; Classroom Lessons: Teaching goal setting using various individual student data.</p>	<p>-Identify goals that lead to learner success.</p>

## Career Development

### ***Big Idea 7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals***

#### Making Connections

Connecting the Dots:  
Activities/Interests to Careers  
**BU-Career Lesson-Career  
Interest Inventory**

**CM-Career Paths Portrait**

IT - Interest and Academic  
Inventory, connecting to the 6  
Paths

BH: "What Shoes Will You  
Wear?"

**EG: Video "What's A Career  
Path" and interest sorting  
activity**

-Identify new activities and interests to explore.

Connecting the Dots: Linking  
Academic Skills to the Career  
Paths  
**BU-Career Lesson-Charades  
game and identify career to  
career path.**

**CM-"What's A Career Path"  
YouTube video from DESE**

IT - Interest and Academic  
Inventory, connecting to the 6  
Paths

BH: Interest Inventory and  
discussion.

**EG: Video "What's A Career**

-Identify the academic skills necessary for workers in the six career paths.

	Path” and interest sorting activity	
	<p>Connecting the Dots: Workers and Their Importance  BU-Career Lesson-Charades game and identify career to career path.</p> <p>CM-Junior Achievement Lessons</p> <p>IT - Interest and Academic Inventory, connecting to the 6 Paths</p> <p>BH: “What Shoes Will You Wear?”</p> <p>EG: Social Studies Unit Economics - Students can show and explain their understanding of the relationships of various jobs in the community.</p>	-Explain the importance of jobs and workers in the community.
<b>Big Idea 8: Knowing Where and How to Obtain Information About the World of Work and Post-Secondary Training/Education</b>		
<p>What Work Do Adults Do in Our Community?</p> <p>CM-Junior Achievement Lessons</p>	<p>All Around the Neighborhood (Part 1)  BU-Career Lesson-Charades game and identify career to career path.</p> <p>IT - Careers on Wheels Day</p> <p>BH: “What Shoes Will You Wear?”</p> <p>EG: Social Studies Unit Economics - Students can show and explain their understanding</p>	-Identify and compare roles and responsibilities of workers within the community.
		-Identify the skills needed by workers in the community.

	<p>of the relationships of various jobs in the community; Video “What’s A Career Path” and necessary skills discussion</p>	
	<p>All Around the Neighborhood (Part 2)            BU-Career Lesson-Charades game and identify career to career path.</p> <p>IT - Careers on Wheels Day</p> <p>BH: “What Shoes Will You Wear?”</p> <p>EG: Social Studies Unit            Economics - Students can show and explain their understanding of the relationships of various jobs in the community; Video “What’s A Career Path” and necessary skills discussion</p>	<p>-Identify and compare roles and responsibilities of workers within the community.</p> <p>-Identify the skills needed by workers in the community.</p>
	<p>All Around the Neighborhood (Part 3)            BU-Career Lesson-Charades game and identify career to career path.</p> <p>IT - Careers on Wheels Day</p> <p>BH: “What Shoes Will You Wear?”</p> <p>EG: Social Studies Unit            Economics - Students can show and explain their understanding of the relationships of various</p>	<p>-Identify and compare roles and responsibilities of workers within the community.</p> <p>-Identify the skills needed by workers in the community.</p>

	jobs in the community; Video “What’s A Career Path” and necessary skills discussion	
<b>Big Idea 9: Applying Skills for Career Readiness and Success</b>		
Personal Job Skills	<p>School Success BU-Career Lesson-Charades game and identify career to career path.</p> <p>IT - Careers on Wheels Day</p> <p>CM-Junior Achievement Lessons</p> <p>BH: “What Shoes Will You Wear?”</p> <p>EG: Video “What’s A Career Path” and necessary skills discussion</p>	-Identify personal, ethical, and work habit skills needed for workers in the community.
	<p>My School Job BU-Whole group classroom instruction during morning meeting-Individual modeling and practice.</p> <p>CM-taught by classroom teachers</p> <p>IT - Taught during regular classroom instruction and during morning meetings</p> <p>BH: taught by classroom teachers in morning meetings.</p> <p>EG Morning Meetings: Individual modeling and</p>	-Identify and apply the steps to obtain helper jobs within the classroom.

	practice; Social Studies Classroom Economics Unit - Teacher directed classroom economy	
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