

# Counseling and Careers/FOCUS Grade 1

## Course Scope and Sequence and Unit Plans

Maple Dale-Indian Hill School District

Date Approved:

<b>Course Name:</b> Counseling and Careers/FOCUS Grade 1	<b>Time Frame:</b> Full Year/once per week
<b>Grade Level:</b> 1st	<b>Department:</b> Counseling and Careers
<b>Course Overview:</b> Throughout the first grade, the school counselor will be conducting weekly lessons that will encompass the domains of personal/social, academic and careers.	
<b>Units:</b>	<b>Time Frame:</b>
1. <a href="#">Personal, Social, and Community Safety/Wellness</a>	5 lessons/Fall
2. <a href="#">Academic Success</a>	6 lessons/Fall
3. <a href="#">Goal Setting/Decision Making</a>	1 lesson/Fall
4. <a href="#">Citizenship</a>	5 lessons/Winter
5. <a href="#">Communication/Social Skills</a>	3 lessons/Winter
6. <a href="#">Diversity</a>	Ongoing in all lessons
7. <a href="#">Self Knowledge/Management</a>	15 lesson/Spring
8. <a href="#">Careers</a>	2 lessons/Spring
9. <a href="#">Transitions</a>	1 lesson/End of year
<b>Primary Resources Used:</b> <a href="#">Second Step</a> , ACT NOW & Mission:Health & Safety Ranger from Children's Hospital, Superflex, CC SPARK from Career Cruising.	

<b>Unit 1 Title:</b> Personal, Social, and Community Safety/Wellness	<b>Time Frame:</b> 5 lessons/Fall
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<b>Unit Description:</b> Students will learn about making healthy choices.	
<b>Standards Addressed:</b> E.1 Apply self-knowledge in the decision-making or goal-setting process  F.1 Acquire and demonstrate self-management and responsibility for health-promoting behavior	<b>Standards Assessed:</b>
<b>Assessment Plan:</b> <ul style="list-style-type: none"> <li>Formative: In class discussion</li> <li>Summative: major/minor reports</li> <li>Other:</li> </ul>	<b>Resources Used:</b> Yell/Tell website, Boot Camp, Recess Rodeo, Safety Ranger Program (Children’s Hospital)
<b>Academic Vocabulary:</b> <ul style="list-style-type: none"> <li>“Dragon Way”</li> <li>Bucket Filler</li> <li>Safety</li> <li>Positive Choices</li> </ul>	<b>Opportunities for differentiation (intervention/enrichment):</b>
<b>Learning Plan/Topics:</b>	
Lesson 1:	Learning Target: Acquire and demonstrate self-management and responsibility Instructional Methods Used: Recess Rodeo stations
Lesson 2:	Learning Target: Acquire and demonstrate self-management and responsibility Instructional Methods Used: Bootcamp stations
Lesson 3:	Learning Target: Apply self-knowledge in the decision-making or goal-setting Instructional Methods Used: Yell & Tell website
Lesson 4:	Learning Target: Apply self-knowledge in the decision-making or goal-setting Instructional Methods Used: Safety Ranger program (Children’s Hospital)
Lesson 5:	Learning Target: F.1 Acquire and demonstrate self-management and responsibility for health-promoting behavior Instructional Methods Used: Bus/Recess review and roleplay

<b>Unit 2 Title:</b> Academic Success	<b>Time Frame/Month:</b> 6 lessons/Fall
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<b>Unit Description:</b> Students will acquire the attitudes, knowledge and skills that contribute to successful learning in school.	
<b>Standards Addressed:</b> A.1 Demonstrate an understanding of and responsibility for self as a learner  A.2 Acquire the skills for improving effectiveness as a learner  A.3 Demonstrate responsibility for achieving school success	<b>Standards Assessed:</b>
<b>Assessment Plan:</b> <ul style="list-style-type: none"> <li>● Formative: In class discussions</li> <li>● Summative: Testing throughout year.</li> <li>● Other:</li> </ul>	<b>Resources Used:</b> <a href="#">Second Step</a> Curriculum <i>Howard Wigglebottom</i> video .
<b>Academic Vocabulary:</b> <ul style="list-style-type: none"> <li>● Learning to listen</li> <li>● Focus</li> <li>● Self Talk</li> <li>● Attention</li> <li>● Assertive</li> </ul>	<b>Opportunities for differentiation (intervention/enrichment):</b>
<b>Learning Plan/Topics:</b>	
Lesson 1:	Learning Target: Acquire the skills for improving effectiveness as a learner Instructional Methods Used: Second Step- Lesson 1 Learning to Listen
Lesson 2:	Learning Target: Acquire the skills for improving effectiveness as a learner Methods Used: Second Step-Lesson 2 Focus Attention
Lesson 3:	Learning Target: Demonstrate an understanding of and responsibility for self as a learner Instructional Methods Used: Second Step-Lesson 3 Following directions
Lesson 4:	Learning Target: Demonstrate an understanding of and responsibility for self as a learner Instructional Methods Used: Second Step-Lesson 4 Self Talk-Stay on task
Lesson 5:	Learning Target: Demonstrate responsibility for achieving school success Instructional Methods Used: Second Step-Lesson 5 Being Assertive

Lesson 6:	Learning Target: Demonstrate responsibility for achieving school success Instructional Methods Used: Howard Wigglebottom video “Listening to do your best”
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<b>Unit 3 Title:</b> Goal Setting/Decision Making	<b>Time Frame/Month:</b> 1 lesson/Fall
<b>Unit Description:</b> Students will demonstrate effective goal setting skills.	
<b>Standards Addressed:</b> A.1 Demonstrate an understanding of and responsibility for self as a learner  A.2 Acquire the skills for improving effectiveness as a learner  A.3 Demonstrate responsibility for achieving school success	<b>Standards Assessed:</b>
<b>Assessment Plan:</b> <ul style="list-style-type: none"> <li>Formative: Individual learning plan (ILP)</li> <li>Summative: Review with teacher</li> <li>Other:</li> </ul>	<b>Resources Used:</b> ILP worksheet to be shared with classroom teacher for review.
<b>Academic Vocabulary:</b> <ul style="list-style-type: none"> <li>Goal setting</li> <li>Attainable</li> <li>Steps to achieve goal</li> </ul>	<b>Opportunities for differentiation (intervention/enrichment):</b>
<b>Learning Plan/Topics:</b>	
Lesson 1:	Learning Target: A.1 Demonstrate an understanding of and responsibility for self as a learner A.3 Demonstrate responsibility for achieving school success  Instructional Methods Used: Individualized Learning Plan worksheet

<b>Unit 4 Title:</b> Citizenship		<b>Time Frame/Month:</b> 6 lessons/Winter	
<b>Unit Description:</b> Students will understand how their behavior impacts personal relationships.			
<b>Standards Addressed:</b> D.2 Acquire and demonstrate acceptable interpersonal skills as they relate to understanding oneself and others  F.1 Acquire and demonstrate self-management and responsibility for health-promoting behavior		<b>Standards Assessed:</b>	
<b>Assessment Plan:</b> <ul style="list-style-type: none"><li>● Formative: In class discussion, review</li><li>● Summative: majors/minor reports</li><li>● Other:</li></ul>		<b>Resources Used:</b> <ul style="list-style-type: none"><li>● ACT NOW</li><li>● 4-step apology powerpoint</li><li>● Second Step curr.</li><li>● Combat bullying with Intelligence poster</li></ul>	
<b>Academic Vocabulary:</b> <ul style="list-style-type: none"><li>● Bully</li><li>● Bystander</li><li>● Instigator</li><li>● Tattling vs. Telling</li><li>● Respect “Golden Rule”</li><li>● Friend</li></ul>		<b>Opportunities for differentiation (intervention/enrichment):</b> role-play	
<b>Learning Plan/Topics:</b>			
Lesson 1-3:	Learning Target: D.2 Acquire and demonstrate acceptable interpersonal skills as they relate to understanding oneself and others Instructional Methods Used: ACT NOW		
Lesson 4:	Learning Target: D.2 Acquire and demonstrate acceptable interpersonal skills as they relate to understanding oneself and others Methods Used: 4 step apology		
Lesson 5-6:	Learning Target: D.2 Acquire and demonstrate acceptable interpersonal skills as they relate to understanding oneself and others Methods Used: Role-play using Poster:Combat bullying with Intelligence		

<b>Unit 5 Title:</b> Communication/Social Skills		<b>Time Frame/Month:</b> 3 lessons/Winter	
<b>Unit Description:</b> Students will understand how their attitudes, behavior and self-knowledge impact interpersonal relationships.			
<b>Standards Addressed:</b> D.1 Acquire and demonstrate self-awareness and self-acceptance as they relate to understanding oneself  D.2 Acquire and demonstrate acceptable interpersonal skills as they relate to understanding oneself and others  F.1 Acquire and demonstrate self-management and responsibility for health-promoting behavior		<b>Standards Assessed:</b>	
<b>Assessment Plan:</b> <ul style="list-style-type: none"><li>● Formative: in class discussions</li><li>● Summative: major/minor reports</li><li>● Other:</li></ul>		<b>Resources Used:</b> <ul style="list-style-type: none"><li>● “Get along Gang” video</li><li>● <u>Well I can top That</u> by (Cook)</li><li>● <u>Lying up a Storm</u> by (Cook)</li><li>● <a href="#">Second Step</a> Curr.</li></ul>	
<b>Academic Vocabulary:</b> <ul style="list-style-type: none"><li>● Tattle vs Tell</li><li>● Bragging</li><li>● Lying</li></ul>		<b>Opportunities for differentiation (intervention/enrichment):</b>	
<b>Learning Plan/Topics:</b>			
Lesson 1:	Learning Target: D.2 Acquire and demonstrate acceptable interpersonal skills a to understanding oneself and others Instructional Methods Used: Tattle vs. Tell-Get along Gang video & Second St		
Lesson 2:	Learning Target: D.1 Acquire and demonstrate self-awareness and self-accepta relate to understanding oneself Instructional Methods Used: <u>Well I can top That</u> by (Cook) & Second Step Cur		
Lesson 3:	Learning Target: F.1 Acquire and demonstrate self-management and responsibi		

	health-promoting behavior Instructional Methods Used: <u>Lying up a Storm</u> by (Cook) & Second Step Curr.
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<b>Unit 6 Title:</b> Diversity	<b>Time Frame/Month:</b> Ongoing in all lessons
<b>Unit Description:</b> Students will acquire the knowledge, attitudes and interpersonal skills to understand themselves and appreciate the diverse backgrounds and experiences of others (ongoing).	
<b>Standards Addressed:</b> D.2 Acquire and demonstrate acceptable interpersonal skills as they relate to understanding oneself and others	<b>Standards Assessed:</b>
<b>Assessment Plan:</b> <ul style="list-style-type: none"> <li>• Formative: In class discussion</li> <li>• Summative:</li> <li>• Other:</li> </ul>	<b>Resources Used:</b> <a href="#">Second Step</a> -Accepting Differences
<b>Academic Vocabulary:</b> <ul style="list-style-type: none"> <li>• Differences</li> <li>• Empathy</li> </ul>	<b>Opportunities for differentiation (intervention/enrichment):</b>
<b>Learning Plan/Topics:</b>	
Lesson 1:	Learning Target: D.2 Acquire and demonstrate acceptable interpersonal skills a to understanding oneself and others Instructional Methods Used: Second Step-Accepting Differences lesson

<b>Unit 7 Title:</b> Self-Knowledge/Management	<b>Time Frame/Month:</b> 15 lessons/Spring
<b>Unit Description:</b> Students will acquire the attitudes, knowledge and skills that contribute to successful learning in school.	

<p><b>Standards Addressed:</b> D.1 Acquire and demonstrate self-awareness and self-acceptance as they relate to understanding oneself</p> <p>E.1 Apply self-knowledge in the decision-making or goal-setting process</p>	<p><b>Standards Assessed:</b></p>
<p><b>Assessment Plan:</b></p> <ul style="list-style-type: none"> <li>● Formative: In class discussions</li> <li>● Summative:</li> <li>● Other:</li> </ul>	<p><b>Resources Used:</b></p> <ul style="list-style-type: none"> <li>● Zones of Regulation</li> <li>● <a href="#">Second Step</a> Curr.</li> <li>● How I bug others? Worksheet</li> <li>● <a href="#">Soda Pop Head</a> by (Cook)</li> <li>● <a href="#">Don't Pop your Cork on Monday</a> by (Moser)</li> <li>● <a href="#">My Mouth is a Volcano</a> by (Cook)</li> <li>● <a href="#">What to do with a problem</a> by (Yamada)</li> <li>● <a href="#">Superflex</a> SEL curriculum</li> </ul>
<p><b>Academic Vocabulary:</b></p> <ul style="list-style-type: none"> <li>● Zones (Blue/Green/Yellow/Red)</li> <li>● Size of a problem</li> <li>● Anger</li> <li>● Awareness</li> <li>● Acceptance</li> <li>● Decision making</li> <li>● Expected vs. Unexpected behaviors</li> </ul>	<p><b>Opportunities for differentiation (intervention/enrichment):</b></p>
<p><b>Learning Plan/Topics:</b></p>	
<p>Lesson 1:</p>	<p>Learning Target: D.1 Acquire and demonstrate self-awareness and self-acceptance as they relate to understanding oneself Instructional Methods Used: &amp; <a href="#">How I bug others?</a> Worksheet</p>
<p>Lesson 2:</p>	<p>Learning Target: D.1 Acquire and demonstrate self-awareness and self-acceptance as they relate to understanding oneself Instructional Methods Used: Second Step Curr. &amp; <a href="#">Soda Pop Head</a> by (Cook)</p>
<p>Lesson 3:</p>	<p>Learning Target: D.1 Acquire and demonstrate self-awareness and self-acceptance as they relate to understanding oneself Instructional Methods Used: Second Step Curr. &amp; <a href="#">Don't Pop your Cork on Monday</a> by (Moser)</p>



Lesson 4:	Learning Target: D.1 Acquire and demonstrate self-awareness and self-acceptance as they relate to understanding oneself Instructional Methods Used: Second Step Curr. & <u>My Mouth is a Volcano</u> by (Cook)
Lesson 5:	Learning Target: E.1 Apply self-knowledge in the decision-making or goal-setting process Instructional Methods Used: Second Step Curr. & <u>What to do with a problem</u> by (Yamada)
Lesson 6-10	Learning Target: D.1 Acquire and demonstrate self-awareness and self-acceptance as they relate to understanding oneself Instructional Methods Used: Zones of Regulation booklet and worksheets
Lesson 11-15	Learning Target: D.1 Acquire and demonstrate self-awareness and self-acceptance as they relate to understanding oneself Instructional Methods Used: Superflex Curriculum <a href="http://www.socialthinking.com">www.socialthinking.com</a> <ul style="list-style-type: none"> <li>• Reading one Superflex Book with class/year (4 in series)</li> <li>• Superflex introduction to Thinkables and Unthinkables <a href="#">Thinkable &amp; Unthinkable Character Poster</a></li> <li>• Develop a personalized Distractor Shield to fend off Brain Eater (Unthinkable) <a href="#">Superflex Distractor Shield</a></li> <li>• Superflex situational development. Which Thinkable would you use to help defeat the Unthinkable? Board Game.</li> </ul>

<b>Unit 8 Title:</b> Career	<b>Time Frame/Month:</b> 2 lessons/Spring
<b>Unit Description:</b> Students will explore individual strengths and how this relates to careers	
<b>Standards Addressed:</b> G.1 Develop the ability to make informed career decisions based on self-knowledge  G.2 Develop positive interpersonal skills necessary to be effective in the world of work  G.3 Integrate personal growth and change into career development	<b>Standards Assessed:</b>

H.1 Attain educational achievement and performance levels needed to reach personal and career goals	
<b>Assessment Plan:</b> <ul style="list-style-type: none"> <li>• Formative: In class discussion</li> <li>• Summative:</li> <li>• Other:</li> </ul>	<b>Resources Used:</b> CCSPARK from Career Cruising
<b>Academic Vocabulary:</b> <ul style="list-style-type: none"> <li>• Career</li> <li>• Self-knowledge</li> <li>• Development</li> </ul>	<b>Opportunities for differentiation (intervention/enrichment):</b>
<b>Learning Plan/Topics:</b>	
Lesson 1:	Learning Target: How does self-knowledge affect and influence career awareness, exploration, and planning? Instructional Methods Used: CCSPARK from Career Cruising

<b>Unit 9 Title:</b> Transitions	<b>Time Frame/Month:</b> 1 lessons/End of year
<b>Unit Description:</b> Students will understand the skills necessary to make successful transitions and setting new goals.	
<b>Standards Addressed:</b> H.1 Attain educational achievement and performance levels needed to reach personal and career goals  A.1 Demonstrate an understanding of and responsibility for self as a learner  A.2 Acquire the skills for improving effectiveness as a learner  A.3 Demonstrate responsibility for achieving school success	<b>Standards Assessed:</b>

<b>Assessment Plan:</b> <ul style="list-style-type: none"> <li>● Formative: In class discussion</li> <li>● Summative:</li> <li>● Other:</li> </ul>	<b>Resources Used:</b> Fears in a Bucket activity
<b>Academic Vocabulary:</b> <ul style="list-style-type: none"> <li>● Responsibility</li> <li>● Assertive</li> <li>● Behavior Management</li> </ul>	<b>Opportunities for differentiation (intervention/enrichment):</b>
<b>Learning Plan/Topics:</b>	
Lesson 1:	Learning Target: Talk about concerns and answer questions about upcoming grades. Instructional Methods Used: Fears in a bucket activity.