



## SCHOOL COUNSELING CORE CURRICULUM ACTION PLAN

| Grade Level | Lesson Topic                                                                              | Lesson Will Be Presented In Which Class/ Subject | ASCA Domain, Standard and Competency            | Curriculum and Materials                                  | Projected Start/ End | Process Data (Projected number of students affected) | Perception Data (Type of surveys/ assessments to be used)                                          | Outcome Data (Achievement, attendance and/or behavior data to be collected)                                                                                                                                                                              | Contact Person                      |
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| K SE        | Managing Frustration: How to Sit with our Anger and Learn from Upsetting Experiences      | Community Meeting                                | M 1, B-SMS 1, B-SMS 2, B-SMS 7, B-SMS 9, B-SS 9 | <i>Anh's Anger</i> by Gail Silver, colored pencils, paper | October              | All Kindergarten Students                            | Students can identify at least one safe way to cope when they feel angry.                          | Compare the number of behavioral outbursts/conflicts with peers before the lesson to the amount after the lesson. Students each create a drawing of their anger and draw a way they can work with their anger. Make a class poster or coping techniques. | School Counselor/ classroom teacher |
| K CC        | Family Roles: Students understand they are important members of their family and families | Social Studies                                   | B-SMS 8, B-SS 3, B-SS 6                         | Colored pencils, paper, stapler                           | Sep-Oct              | All Kindergarten Students                            | Students can create a book illustrating and writing about a contribution each family member makes. | Students create a book illustrating and writing about a contribution each family member makes.                                                                                                                                                           | School Counselor/ classroom teacher |

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|       | support each other                                                                                                   |                   |                                                                       |                                                                |           |                           | Students know they are an important part of their family and that families work together to support each other             |                                                                                                                                                  |                  |
| 1 SE  | Conflict Resolution: Learn steps to manage disagreements respectfully with peers through role playing with a partner | Community Meeting | <b>M 1, B-SMS 1, B-SMS 7, B-SMS 9, B-SS 4, B-SS 6, B-SS 8, B-SS 9</b> | Poster of steps of conflict resolution, poster board, markers. | Sep-Oct   | All First Grade Students  | Students can name the steps of conflict resolution.<br><br>Students can manage small conflicts without adult intervention. | Compare the number of behavioral outbursts/conflicts with peers requiring teacher intervention before the lesson to the amount after the lesson. | School Counselor |
| 1 C C | Community Careers: Understanding who makes up our community and careers                                              | Social Studies    | <b>B-LS 7, B-SMS 8, B-SS 3, B-SS 6, B-SS 7</b>                        | Google map of neighborhood,                                    | Jan       | All First Grade Students  | Students can identify 3 careers in the community that impact them.                                                         | Survey data collected which will include                                                                                                         | School Counselor |
| 2 SE  | Positive Self Talk: Affirmations of the Week. Students learn the value of                                            | English           | <b>M 1, M 4, B-SS 1, B-SS 4</b>                                       | Ruled paper, pencils, markers, empty tissue box                | September | All Second Grade Students | Completion of three positive affirmations to add to the affirmation box.                                                   | Classroom teacher feedback on positive self talk and reduction of limiting phrases ("I can't" becomes "I can try my best")                       | School Counselor |

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|         | positive self talk and write positive affirmations to be shared each week at meeting.                                 |                           |                                                                                              |                                |                 |                           |                                                                                |                                                                                                                                                                                                                             |                           |
| 2<br>CC | Classroom Careers: Ways We Contribute to Our Community's Needs. Specific needs of their class and create a job board. | Social Studies            | <b>M 3, B-SS 2, B-SS 3, B-SS 5, B-SS 6, B-SS 7, B-SS 9, B-SS 10</b>                          | Index carts, markers, magnets, | Mid Sept emb er | All Second Grade Students | Students can identify ways they can contribute to the classroom community      | Students create a job board and agree on a method of assigning jobs<br><br>Students implement jobs and corresponding responsibilities with fidelity<br><br>Increased shared responsibility in the classroom among students. | School Counselor/ Teacher |
|         | Anti-Bullying : Students will understand what bullying is, learn how to stop bullying and mitigate its impacts.       | Social Emotional Learning | <b>M 1, M 2, B-SMS 1, B-SMS 6, B-SMS 7, B-SMS 9, B-SS 2, B-SS 3, B-SS 4, B-SS 8, B-SS 10</b> | Scenario worksheet, pencils    | Nov             | All Third Grade Students  | Student define bullying<br><br>Students can implement anti bullying strategies | Collect classroom data on instances of bullying/harassment before and after lessons                                                                                                                                         | School Counselor          |

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| 3<br>CC | Personal Job Skills and Strengths: Tools to sharpen for success                                                                                                 | Social Studies   | <b>M 3, M 4, B-LS 2, B-LS 7, B-SS 1</b>                              | Job skills work sheet, pencil, powerpoint                                                                                          | Mar     | All Third Grade Students  | Students can identify skills that will help them excel in their academic and professional career.                                                                          | Exit ticket:                                                                                            | School Counselor         |
| 4<br>SE | Diversity & Disability Etiquette and Understanding: How to advocate for, create and maintain supportive environments.                                           | Computer Science | <b>M 2, B-SMS 6, B-SS 2, B-SS 4, B-SS 5, B-SS 7, B-SS 8, B-SS 10</b> | <a href="http://unitedspinal.org/disability-etiquette/">http://unitedspinal.org/disability-etiquette/</a> , accessibility signage. | March   | All Fourth Grade Students | Students can identify different accessibility signage posted in the school.<br><br>Students can share two ways to practice disability etiquette and increase accessibility | Students suggest and implement ways to make the school and classroom more accessible for diverse needs. | School Counselor/teacher |
| 4<br>CC | Working Together: Collaborative Skills through group work. Students take turns organizing, documenting, presenting to understand the value of collaboration and | STEAM Lab        | <b>M 3, M 5, B-LS 7, B-SS 2, B-SS 3, B-SS 6, B-SS 7</b>              | Laminated labels (organizer, documenter, presenter), Magnatiles, paper, colored pencils,                                           | Mar-Apr | All Fourth Grade Students | Student survey ranking roles in order of preference and a two comment on what they enjoy/struggled with for each.                                                          | Teacher feedback on changes in group dynamics/cohesiveness for small group work                         | School Counselor         |

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|         | different members impact on a team.                                                                                                 |                           |                                                               |                                                                                                                               |         |                          |                                                                                                                         |                                                                                                      |                             |
| 5<br>SE | Adults are Here to Help: Students understand Different roles and titles at the school and connect with adults who can support them. | Middle School Orientation | <b>M 2, B-LS 7, BSMS 10, BSS 3</b>                            | Teachers and Staff Bios, Who can help Handout, Appointment sign up                                                            | Sep     | All Fifth Grade Students | Students can identify different adults who can support them through their academic and social emotional journey         | Students attend one meet and greet with a staff member to build their network and areas of interest. | School Counselor/teacher    |
| 5<br>CC | Math Matters: Finding three careers where math skills play a pivotal roll                                                           | Math                      | <b>M 3, M 4, M 5, B-LS 7, B-SMS 8, B-SS 7</b>                 | Paper, pencil, smart board                                                                                                    | Jan     | All Fifth Grade Students | Students can identify how math is applied to real life situations and careers                                           | Exit ticket: students identify three math focused careers                                            | School Counselor            |
| 6<br>SE | Cyber Safety and Responsibility                                                                                                     | Computer Science          | <b>M 2, B-LS 1, B-SMS 1, B-SMS 9, B-SS 4, B-SS 9, B-SS 10</b> | <a href="https://www.cacpittsburg.org/for-tweens-teenagers">https://www.cacpittsburg.org/for-tweens-teenagers</a> , computers | Oct/Nov | All Sixth Grade Students | Students can identify ways protect their identity online<br><br>Students can file a report for unsafe internet activity | Decreased participation and reports in harmful cyber activity                                        | School Counselor/CS Teacher |

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| 6<br>CC | Career<br>Clusters:<br>STEAM                                                                                                                                                                                                           | Science                         | <b>M 3, M<br/>5, B-LS<br/>2, B-LS<br/>5, B-SS<br/>1, B-SS<br/>3, B-SS<br/>7</b>              | Smart board,<br>guest lecturers,<br>hand outs on<br>STEAM careers<br>pencils             | Feb/<br>Mar | All Sixth<br>Grade<br>Students   | Students can<br>identify three<br>careers in the<br>STEAM field and<br>how they<br>impact society          | Exit ticket assessing<br>students top 3 STEAM<br>careers                                                                                                                  | School<br>Counselor |
| 7<br>SE | Rumors &<br>Gossip:<br>Students will<br>understand<br>what gossip<br>is, how to<br>stop it and<br>ways to<br>mitigate its<br>impact.                                                                                                   | Social<br>Emotional<br>Learning | <b>M 1, M<br/>2, B-SS<br/>2, B-SS<br/>4, B-SS<br/>5, B-SS<br/>8, B-SS<br/>9, B-SS<br/>10</b> | Space for group<br>to circle up,<br>pre/post<br>assessment,<br>pencils, talking<br>piece | Jan/F<br>eb | All Seventh<br>Grade<br>Students | Pre and post<br>assessment on<br>the impacts of<br>rumors and<br>gossip.                                   | Data will be recorded<br>before and after the<br>lesson. Students will<br>anonymously self<br>report in a google<br>form when they feel<br>impacted by rumors/<br>gossip. | School<br>Counselor |
| 7<br>CC | Growth<br>Mindset: Life<br>Long<br>Learning<br>and Grit.<br>Students<br>engage in<br>problem<br>solving<br>activity<br>where the<br>goal is to<br>generate as<br>many<br>solutions as<br>possible,<br>instead of<br>the "right<br>one" | Math                            | <b>M 3, M<br/>4, B-LS<br/>7,</b>                                                             | Math<br>worksheet,<br>timers, pencils                                                    | Oct-<br>Nov | All Seventh<br>Grade<br>Students | Students will<br>increase the<br>amount of time<br>they work on a<br>problem before<br>seeking<br>support. | Students will spend<br>more time working<br>collaboratively coming<br>up with multiple<br>solutions to a<br>problem.                                                      | School<br>Counselor |

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| 8<br>SE | Stress Management with KOOTH: What stress feels like and how we can manage it.                               | Computer Science | <b>M 1, B-SMS 2, B-SMS 7, B-SS 9</b>                       | Smart board, computers                                                                            | Nov-Dec | All Eighth Grade Students | Students can identify effective coping strategies for stress.<br><br>Students can advocate for the support they need.                                                                                                           | Fewer reports of students seeking counseling support for stress.<br><br>Increased enrollment in school provided mental health coaching platform. | School Counselor |
| 8<br>CC | Transitioning to High School: Struggles and Strengths. What we need to succeed.                              | English          | <b>M 3, M 4, B-LS 7, B-SMS 6, B-SMS 10, B-SS 8, B-SS 9</b> | Struggles and strengths hand out, pens                                                            | May     | All Eighth Grade Students | Students can identify qualities that will help them succeed in highschool                                                                                                                                                       | Student survey assessing their confidence in their skills and strategies to succeed in highschool.                                               | School Counselor |
| 9<br>SE | Getting Connecting: Students attend an Extracurricular Fair to build community and pursue personal interests | Orientation      | <b>M-1, M-2, BSL-4, BSS-2, BSS-10</b>                      | Extracurricular passport sheet, stamps, extra curricular tables with participants and information | Oct     | All Ninth Grade Students  | Students can build a sense of inclusion, respect and connection among peers and school community.<br><br>Students can determine which extracurriculars would benefit their social emotional, academic and community enrichment. | Students speak with five extracurricular representatives who mark off their passport with a stamp.                                               | School Counselor |

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| 9<br>CC  | Ikigai:<br>Finding<br>Meaning<br>and Joy                                                               | Career<br>Paths and<br>Networkin<br>g | <b>M 3, M<br/>4., M5,<br/>M 6,<br/>B-LS 7,<br/>B-SS 1,</b>                                                     | Chart board,<br>Markers, work<br>sheets, pencils                           | Nov-<br>Dec | All Ninth<br>Grade<br>Students    | Students<br>identify ways<br>they can<br>contribute to<br>society while<br>supporting<br>themselves                        | Students identify<br>careers of interests<br>can create a plan of<br>study to support it.                                         | School<br>Counselor |
| 10<br>SE | Self Esteem<br>Building:<br>Affirmations<br>and Loving<br>Me                                           | Health                                | <b>M 1, M<br/>4, B-SS<br/>8, B-SS<br/>9</b>                                                                    | Markers, paper,<br>pens, chart<br>paper,<br>envelopes.                     | April       | All Tenth<br>Grade<br>Students    | Students can<br>identify their<br>strengths and<br>areas they take<br>pride in.                                            | Survey data collected to<br>understand students<br>confidence in their<br>abilities.                                              | School<br>Counselor |
| 10<br>CC | Organization<br>al Skills:<br>Managing<br>time and<br>meeting<br>short term<br>and long<br>term goals. | Computer<br>science                   | <b>M 3, M<br/>4, B-LS<br/>1, B-LS<br/>3, B-SS<br/>1</b>                                                        | Monthly<br>calendar<br>handout, smart<br>board, google<br>calendar, pencil | Oct         | All Tenth<br>Grade<br>Students    | Students fill out<br>a monthly<br>calendar with<br>academic,<br>home and<br>extracurricular<br>assignments<br>using differ | Compare data on<br>assignments turned in<br>on time from before<br>and after the lesson                                           | School<br>Counselor |
| 11<br>SE | Peer<br>Pressure &<br>Personal<br>Safety                                                               | Health                                | <b>M 1,<br/>B-SMS<br/>1, B-SMS<br/>2,<br/>B-SMS<br/>7,<br/>B-SMS<br/>9, B-SS<br/>5, B-SS<br/>8, B-SS<br/>9</b> | Peer pressure<br>hand out, smart<br>board, pencil,<br>power point          | Feb-<br>Mar | All Eleventh<br>Grade<br>Students | Students can<br>identify ways to<br>combat peer<br>pressure                                                                | Data collected on<br>instances of group<br>behavioral challenges<br>(group fighting,<br>multiple students<br>cutting class, etc.) | School<br>Counselor |
| 11<br>CC | Finding My<br>Way:<br>Options<br>After High<br>School                                                  | Career<br>Paths and<br>Networkin<br>g | <b>M 3, M<br/>4, M 6,<br/>B-LS 1,<br/>B-LS 7,<br/>B-SMS<br/>10</b>                                             | Road map hand<br>out, pencil,<br>powerpoint                                | Jan         | All Eleventh<br>Grade<br>Students | Students can<br>identify<br>multiple<br>options for<br>paths to take<br>after 12 <sup>th</sup> grade                       | Student survey to<br>assess students plans<br>and goals after high<br>school.                                                     | School<br>Counselor |

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| 12<br>SE | Expectations of adulthood: prioritizing the things that matter in life.                                            | Health           | <b>M 1, M 3, M 4, M 6, B-LS 1, B-LS 7, B-SMS 1, B-SMS 7, B-SMS 10, B-SS 3, B-SS 9</b> | Rocks, Pebbles, sand video, hand out, markers | Dec     | All Twelfth Grade Students | Students can identify things and people they value most.                                                                   | Student survey to rank personal priorities.<br><br>Increased participation in academic subjects. | School Counselor |
| 12<br>CC | Forms and FASFA: Guided tutorial on how to fill out FASFA and understanding what financial aid can do for students | Computer Science | <b>M 6, B-LS 3, B-LS 7, B-SS 1,</b>                                                   | Computers, internet access, smart board       | Oct-Nov | All Twelfth Grade Students | Exit Ticket: student survey where they rate their level of confidence filling out FAFSA and can request additional support | Students complete required FAFSA application. Counselor supports as needed during follow up.     | School Counselor |