

Great Meadows Regional School District

Great Meadows, New Jersey-Warren County

Life/Careers Curriculum

K-8

2012

CURRICULUM DEVELOPMENT COMMITTEE

Catherine Mozak
Interim Superintendent

Israel Marmolejos
Middle School Principal

Earnest Batha
Central School Principal

Julianne Kotcho
Liberty School Principal

Central School PLC Leaders:

Joe Carrol
Laurie Washburn

Liberty School PLC Leaders:

Carole Gibson
Barbara Wohlgemuth
Phyllis Pezzatto

Middle School PLC Leaders:

Amy Fancher
Linda Wilkins

Curriculum Council:

Anne Amundsen
Anita Holochwost
Ellen Gulini
Megan King
Colleen Schubert
Mary Redus

Life/Careers Curriculum
Contributors:

Lauren Ackerman
Linda McClune

Great Meadows Regional School District

Mission

The GMRSD will provide quality educational opportunities that ensure the individual success of all students within a safe and supportive environment and build life-long learners who will meet society's challenges into and beyond the 21st century. To that end, it is anticipated that all students will achieve the in line with National Common Core and New Jersey CCCS.

Vision

The vision of the GMRSD is to provide the opportunity for students, faculty, staff, parents, and community to develop, through involvement, a sense of ownership, spirit, and pride in the school community. Not only must students be prepared academically, they must be nurtured with a sense of cultural awareness, which includes an appreciation of the arts, of others, of diversity, and the community.

Values

We believe:

- The focus must be on the needs of the students
- Learning is a lifelong continuous process and that we are a community of learners.
- Individuals must develop the knowledge, skills and attitudes to make wise choices about themselves and their environment.
- Effective learning takes place in an atmosphere of personal relevance and enthusiasm.

Great Meadows Regional Schools
School Counseling Curriculum
By Linda McClune and Lauren Ackerman
2012

Mission Statement:

The Great Meadows Regional School District's Comprehensive School Counseling Program uses a developmental approach by addressing academic, career and personal/social skills as outlined by the American School Counseling Association (ASCA) and the New Jersey Department of Education. The school counselor's role is to facilitate meaningful, planned guidance activities; as well as to address the needs of students individually and in small groups as they work toward becoming 21st-century citizens. The district's goal is to have students develop social and emotional intelligence that will enable them to be productive members of the school and community. Additionally, students will gain insight into character education and career development, thus enabling them to be successful in their higher educational experiences, interpersonal relationships and the workplace.

Unit of Study: Teasing and Bullying

Marking Period 1

Core Content Curriculum Number & Strands:

Critical Thinking and Problem Solving:

- 9.1.4.A.1. Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.
- 9.1.4.A.2 Evaluate available resources that can assist in solving problems.
- 9.1.4.A.5 Apply critical thinking and problem solving skills in classroom and family settings.
- 9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem solving skills.
- 9.1.8.A.2 Implement problem solving strategies to solve a problem in school or in the community.

Creativity and Innovation:

- 9.1.4.B.1 Participate in brainstorming sessions to see information, ideas, and strategies that foster creative thinking.
- 9.1.8.B.1 Use multiple points of view to create alternative solutions.

Collaboration, Teamwork and Leadership:

- 9.1.4.C.1 Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play).
- 9.1.8.C.1 Determine an individual's responsibility for personal actions and contributions to group activities.
- 9.1.8.C.3 Model leadership skills during classroom and extra-curricular activities.

Cross-Cultural Understanding and Interpersonal Communications:

- 9.1.4.D.2 Express needs, wants, feelings appropriately in various situations.
- 9.1.8.D.1 Employ appropriate conflict resolution strategies.
- 9.1.8.D.3 Use effective communication skills in face to face and online interactions with peers and adults from home and from diverse cultures.

Essential Questions	Enduring Understandings		
What is bullying? What is the difference between reporting and tattling? What are the types of bullying? What is the role of a bystander? What is the difference between bullying and normal conflict?	Student will be able to identify and understand the damaging effects of teasing and bullying while learning to treat one another with respect.		
Unit Vocabulary: <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <u>Elementary:</u> -Teasing -Bullying -Conflict -Respect -Consequence -Differences -Reporting vs. Tattling </td> <td style="width: 50%; vertical-align: top;"> <u>Middle School:</u> -Cliques -Rumors -Gossip -Bystander -Put-downs </td> </tr> </table>		<u>Elementary:</u> -Teasing -Bullying -Conflict -Respect -Consequence -Differences -Reporting vs. Tattling	<u>Middle School:</u> -Cliques -Rumors -Gossip -Bystander -Put-downs
<u>Elementary:</u> -Teasing -Bullying -Conflict -Respect -Consequence -Differences -Reporting vs. Tattling	<u>Middle School:</u> -Cliques -Rumors -Gossip -Bystander -Put-downs		
Learning Expectations/Objectives			
Understand harassment, intimidation and bullying and how one can manage it.	<ul style="list-style-type: none"> • <u>K-2 Objectives:</u> -Students will define the difference between bullying and teasing. -Student will be able to differentiate between reporting and tattling. 		
	<ul style="list-style-type: none"> • <u>3-5 Objectives:</u> -Students will be able to name and explain the three types of bullying. -Students will identify who their resources are to assist them with incidents of HIB. 		
	<ul style="list-style-type: none"> • <u>6-8 Objectives:</u> -Students will be aware of the damage rumors, gossip and exclusion causes. -Students realize the consequences of inappropriate use of technology and social media. 		

Resources Used:

Character Counts Materials, 'The Six Pillars of Character' and www.charactercounts.org

'Conflict Resolution and Peer Mediation Guides' by the New Jersey State Bar Foundation
 Volumes for Elementary and Middle School Level

'Group Activities for Counselors' by Sally Elliot

'Group Counseling for School Counselors' by Greg Brigman and Barbara Earley

'Social Problem Solving: Interventions in the Schools', by Maurice J. Elias and Steven E. Tobias

'Stand Tall, Molly Lou Melon', by Patty Lovell

'The Ant Bully,' by John Nickle

'Tattlin' Madeline,' by Carol Cummings

'The Bully, The Bullied and Beyond', by Esther Williams

'Bullies are a Pain in the Brain' by Trevor Romain

'The Bully Prevention Handbook' by John H. Hoover and Ronald Oliver

'I Didn't Know I was a Bully' by Melissa Richards

'Conquering Bullies' by Marianne Vandawalker

'The Recess Queen' by Alexis O'Neil and Laura Huliska-Beith

'A Bad Case of Tattle Tongue' by Julia Cook

Unit of Study: Conflict Resolution

Marking Period 2

Core Content Curriculum Number & Strands:

Critical Thinking and Problem Solving

9.1.4.A.1. Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.

9.1.4.A.2 Evaluate available resources that can assist in solving problems.

9.1.4.A.5 Apply critical thinking and problem solving skills in classroom and family settings.

9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem solving skills.

9.1.8.A.2 Implement problem solving strategies to solve a problem in school or in the community.

Creativity and Innovation

9.1.8.B.1 Use multiple points of view to create alternative solutions.

Collaboration, Teamwork and Leadership

9.1.4.C.1 Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play).

9.1.8.C.1 Determine an individual's responsibility for personal actions and contributions to group activities.

9.1.8.C.2 Demonstrate the use of compromise consensus and community building strategies for carrying out different tasks, assignments, and projects.

Cross-Cultural Understanding and Interpersonal Communications:

9.1.4.D.1 Use effective oral and written communication in face-to face and online interactions and when presenting to an audience.

9.1.4.D.2 Express needs, wants, feelings appropriately in various situations.

9.1.8.D.1 Employ appropriate conflict resolution strategies.

9.1.8.D.3 Use effective communication skills in face to face and online interactions with peers and adults from home and from diverse cultures.

Essential Questions	Enduring Understandings		
<p>What are some of the causes of conflict? How can one avoid conflict? How should one solve conflicts? What skills are needed to help solve conflict?</p>	<p>Students will be able to recognize conflicts as they develop. They will identify the problem, brainstorm and collaborate to develop a mutually-agreed upon solution in order to prevent incidents of HIB and understand how to create win-win situations.</p>		
<p>Unit Vocabulary:</p> <table border="0"> <tr> <td data-bbox="84 415 483 709"> <u>Elementary:</u> -Choices -Compromise -Win-Win -Respect -Cooling Off -I messages -Role-Play </td> <td data-bbox="490 415 808 781"> <u>Middle School:</u> -Active Listening -Brainstorm -Communicate -Conflict -Consequence -Responsibility -Affirm -Trigger -Peer Pressure </td> </tr> </table>		<u>Elementary:</u> -Choices -Compromise -Win-Win -Respect -Cooling Off -I messages -Role-Play	<u>Middle School:</u> -Active Listening -Brainstorm -Communicate -Conflict -Consequence -Responsibility -Affirm -Trigger -Peer Pressure
<u>Elementary:</u> -Choices -Compromise -Win-Win -Respect -Cooling Off -I messages -Role-Play	<u>Middle School:</u> -Active Listening -Brainstorm -Communicate -Conflict -Consequence -Responsibility -Affirm -Trigger -Peer Pressure		
Learning Expectations/Objectives			
<p>Understand the cause of conflict and how one can manage it.</p>	<ul style="list-style-type: none"> • <u>K-2 Objectives:</u> -Students will be able to define conflict and demonstrate the need for compromise during conflict situations. -Students will learn the technique of ‘cooling –off’ and the use of ‘I messages’ when a conflict arises. • <u>3-5 Objectives:</u> -Students will demonstrate how to use compromise, communication and active listening when solving conflict. -Students will be able to recognize their personal trigger points. -Students will be able to verbalize that they are responsible for their actions and understand possible consequences. • <u>6-8 Objectives:</u> -Students will be able to identify examples of passive, aggressive and assertive behavior. -Students will affirm the ideas of others in an attempt to create “win-win” situations. 		

Resources Used:

Character Counts Materials, 'The Six Pillars of Character' and www.charactercounts.org

'Conflict Resolution and Peer Mediation Guides' by the New Jersey State Bar Foundation
Volumes for Elementary and Middle School Level

'Seals and Plus: Self-Esteem and Life Skills' by Kathy Korb-Khalsa, Stacey D. Azok, Estelle A. Leutenberg

'Group Activities for Counselors' by Sally Elliot

'Group Counseling for School Counselors' by Greg Brigman and Barbara Earley

'Peace by Peace : Conflict Resolution Through Peer Mediation', by The Bureau for At-risk Youth

'Social Problem Solving: Interventions in the Schools', by Maurice J. Elias and Steven E. Tobias

'104 Activities that Build', by Alanna Jones

'Conflict-Resolution Activities,' by Beth Teolis

'When Sophie Gets Angry, Really, Really Angry' by Molly Bang

Unit of Study: Personal and Social Relationships

Marking Period 3

*Core Content Curriculum Number & Strands:**Critical Thinking and Problem Solving*

9.1.4.A.1. Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.

9.1.4.A.2 Evaluate available resources that can assist in solving problems.

9.1.4.A.5 Apply critical thinking and problem solving skills in classroom and family settings.

9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem solving skills.

9.1.8.A.2 Implement problem solving strategies to solve a problem in school or in the community.

Creativity and Innovation

9.1.4.B.1 Participate in brain-storming sessions to seek information, ideas and strategies that foster creative thinking.

9.1.8.B.1 Use multiple points of view to create alternative solutions.

Collaboration, Teamwork and Leadership

9.1.4.C.1 Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play).

9.1.8.C.1 Determine an individual's responsibility for personal actions and contributions to group activities.

9.1.8.C.3 Model leadership skills during classroom and extra-curricular activities.

Cross-Cultural Understanding and Interpersonal Communications:

9.1.4.D.1 Use effective oral and written communication in face-to face and online interactions and when presenting to an audience.

9.1.4.D.2 Express needs, wants, feelings appropriately in various situations.

9.1.4.D.3 Demonstrate an awareness of one's own culture and other cultures during interactions within and

outside of the classroom.

9.1.8.D.3 Use effective communication skills in face to face and online interactions with peers and adults from home and from diverse cultures.

Essential Questions	Enduring Understandings		
<p>What is a friend and what qualities make a good friend? How can you recognize, respect and appreciate individual similarities and differences in people? What social skills do we need to be active participants in society?</p>	<p>Students will describe, develop and evaluate how positive interpersonal skills affect their personal success.</p>		
<p>Unit Vocabulary:</p> <table border="0"> <tr> <td data-bbox="82 562 511 892"> <u>Elementary:</u> -Friendship -Respect -Kindness -Caring -Responsibility -Differences -Fairness -Feelings </td> <td data-bbox="511 562 1546 892"> <u>Middle School:</u> -Acceptance -Tolerance -Uniqueness -Trustworthiness -Citizenship -Communication -Relationships </td> </tr> </table>		<u>Elementary:</u> -Friendship -Respect -Kindness -Caring -Responsibility -Differences -Fairness -Feelings	<u>Middle School:</u> -Acceptance -Tolerance -Uniqueness -Trustworthiness -Citizenship -Communication -Relationships
<u>Elementary:</u> -Friendship -Respect -Kindness -Caring -Responsibility -Differences -Fairness -Feelings	<u>Middle School:</u> -Acceptance -Tolerance -Uniqueness -Trustworthiness -Citizenship -Communication -Relationships		
Learning Expectations/Objectives			
<p>Develop Friendships, Social Skills and Tolerance towards others.</p>	<ul style="list-style-type: none"> • <u>K-2 Objectives:</u> -Students will recognize socially-acceptable behaviors and demonstrate appropriate interactions with others. • <u>3-5 Objectives:</u> -Students will recognize the unique qualities of others and use the six pillars of Character to nurture positive social relationships. • <u>6-8 Objectives:</u> -Students will understand the challenges to maintain friendships. -Students will understand the danger of peer pressure negatively impacting acceptance of other people's unique qualities. 		

Resources Used:

Character Counts Materials, 'The Six Pillars of Character' and www.charactercounts.org

'Conflict Resolution and Peer Mediation Guides' by the New Jersey State Bar Foundation
 Volumes for Elementary and Middle School Level

'Seals and Plus: Self-Esteem and Life Skills' by Kathy Korb-Khalsa, Stacey D. Azok, Estelle A. Leutenberg

‘Group Activities for Counselors’ by Sally Elliot

‘Group Counseling for School Counselors’ by Greg Brigman and Barbara Earley

‘Peace by Peace : Conflict Resolution Through Peer Mediation’, by The Bureau for At-risk Youth

‘Social Problem Solving: Interventions in the Schools’, by Maurice J. Elias and Steven E. Tobias

‘104 Activities that Build’, by Alanna Jones

‘The Sneetches’ by Dr. Seuss

‘The Great Fuzz Frenzy’ by Janet Stevens and Susan Crummel

‘Do Unto Otters’ by Laurie Keller

‘Classroom Guidance Games’ by Shannon Trice Black

‘Large Group Guidance’ by Joe Wittmer and Diane Thompson

‘Character Education Book of Plays’ by Judy Truesdell Mecca

‘Skills for Living’ by Rosemarie Smead

Unit of Study: Career Development

Marking Period 4

Core Content Curriculum Number & Strands:

Critical Thinking and Problem Solving

9.1.4.A.1. Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.

Creativity and Innovation

9.1.4.B.1 Participate in brain-storming sessions to seek information, ideas and strategies that foster creative thinking.

Collaboration, Teamwork and Leadership

9.1.4.C.1 Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play).

9.1.8.C.1 Determine an individual’s responsibility for personal actions and contributions to group activities.

9.1.8.C.2 Demonstrate the use of compromise, consensus and community building strategies for carrying out different tasks, assignments and projects.

9.1.8.C.3 Model leadership skills during classroom and extra-curricular activities.

Income and Careers

9.2.4.A.1 Explain the difference between a career and a job and identify various jobs in the community and the related earnings.

9.2.4.A.3 Explain how income affects spending any take-home pay.

9.2.8.A.1 Regulate how career choices educational choices skills entrepreneurship and economic conditions affect income.

Career Awareness

9.3.4.A.1 Identify reasons why people work and discuss how work can help a person achieve personal goals.

- 9.3.4.A.2 Identify various life roles and civic and work-related activities in the school, home and community.
- 9.3.4.A.3 Appraise personal likes and dislikes and identify careers that might be suited to personal likes.
- 9.3.4.A.4 Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
- 9.3.4.A.6 Explain why knowledge and skills acquired in elementary grades lay the foundation for the future academic and career success.
- 9.3.8.E.3 Evaluate personal abilities, interests and motivations and discuss how they might influence job and career selection.
- 9.3.8.B.4 Identify high school and county career and technical school courses and programs that support career or occupational areas of interest.

Essential Questions	Enduring Understandings
What is a career? Why is it important to set goals? Why are teamwork and cooperation important in the workplace?	Students will be able to identify and understand a variety of different careers and how one's interests and strengths impact career preparation.

Unit Vocabulary:

Elementary:

- Career
- Goal-setting
- Cooperation
- Interest
- Abilities
- Skills

Middle School:

- Motivation
- Academic Planning
- Teamwork
- Attitude
- Organization
- Self-Awareness
- Time management

Learning Expectations/Objectives

Demonstrate an understanding of career development, self-awareness, teamwork and cooperation.

- **K-2 Objectives:**
 - Students will be able to name a variety of careers and identify which ones interest them.
 - Students will be able to state the importance of setting personal goals.
- **3-5 Objectives:**
 - Students will be able to understand the importance of teamwork and cooperation.
 - Students will demonstrate appreciation for motivation, attitude, organization and time-management when working with others.
- **6-8 Objectives:**
 - Students will demonstrate understanding of how personal skills and abilities affect academic planning.
 - Students will select high school courses based on a realization of their personal achievement and interest.

Resources Used:

Character Counts Materials, 'The Six Pillars of Character' and www.charactercounts.org

'104 Activities that Build', by Alanna Jones

'Group Activities for Counselors' by Sally Elliot

'I Can Be Anything' by Jerry Spinelli

'Large Group Guidance' by Joe Wittmer and Diane Thompson

'Classroom Guidance Games' by Shannon Trice Black

'SEALS + Plus' by Kathy L. Korb-Khalsa, Stacey D. Azok, Estelle A. Leutenberg