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# Knob Noster R-VIII School District

We exist to empower learning through success for every student.

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## Counseling Curriculum

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## Counseling Curriculum

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**Counseling Curriculum**

<u>Counseling Priority Standard (Quick Look)</u>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
<b>KG</b>													
Identify the basic feelings - sad, happy, angry, excited - of self and others.	I	R	M										
Demonstrate how to be a friend	I	R	M										
Identify safe/unsafe situations and choices.	I	R	R										
Identify work habits necessary for school success.	I	R	R										
Identify how school expectations are different from home, daycare, or preschool.	I	R											
Identify likes and dislikes at home and school	I	R											
<b>1st Grade</b>													
Identify a variety of feelings of self and others; and express those feelings effectively.		I	R										
Identify similarities and differences with self and friends/other students.		I	R										
Identify personal safety strategies.		I	R										
Develop and practice work habits necessary for school success.		I	R										

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## Counseling Curriculum

Demonstrate the skills needed to be a successful learner.		I	R										
Identify strengths and interests at home and school.		I	R										
<b>2nd Grade</b>													
Express a variety of feelings effectively and identify steps to control those feelings.			I	R									
Demonstrate the skills needed to make and keep friends.			I	R									
Apply personal safety strategies as they relate to different situations			I	R									
Build individual work habits and study skills that apply to a variety of learning situations.			I	R									
Identify goals that lead to learner success.			I	R									
Identify new activities and interests to explore.			I	R									
<b>3rd Grade</b>													
Demonstrate the steps to control a variety of feelings.				I	R								
Apply the skills needed to solve problems with friends/others.				I	R								
Identify coping skills for managing life changes or events.				I	R								
Identify and practice time-management, organizational skills, study skills and test taking strategies.				I	R								

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**Counseling Curriculum**

Identify goal setting and self assessment skills.				I	R								
Compare and contrast the academic skills required of workers in the six career paths.				I	R								
<b>4th Grade</b>													
Communicate feelings and personal thoughts with others and respect the personal opinions and ideas of others.					I								
Identify the skills needed to compromise in a variety of situations.					I								
Utilize coping skills for managing life changes or events.					I								
Apply strategies - study skills, test taking strategies, time-management and organizational techniques - on educational tasks to improve academic achievement.					I								
Refine and apply strategies emphasizing individual responsibility for educational tasks and skills.					I								
Identify school and community resources available for exploration of the six career paths.					I								
<b>5th Grade</b>													
Demonstrate the personal characteristics to maintain a positive self-concept.						R							
Exhibit mutual respect and compromise in a relationship.						R							
Evaluate peer-influence on problem-solving and decision-making skills.						I							

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**Counseling Curriculum**

Demonstrate study skills and test-taking strategies to enhance academic achievement.						R							
Compare interests and strengths with those of workers in the global community.						I							
<b>6th Grade</b>													
Identify and develop planning strategies to manage individual, family and school responsibilities.							R						
Identify interpersonal skills needed to maintain quality relationships.							I						
Identify behaviors that compromise personal safety of self and others.							R						
Develop and practice a self-management system to promote academic success.							R						
Assess and analyze personal, ethical, and work habit skills as they relate to individual student success.							R						
<b>7th Grade</b>													
Demonstrate understanding of individual strengths and personal challenges and how they relate to a positive self-concept						I	R	M					
Promote acceptance and respect for individual differences							I	R	M				
Demonstrate and refine study skills and test-taking strategies utilizing available academic resources							I	R	M				
Recognize occupations and careers as they relate to career paths, personal interests, and aptitudes						I	R	M					

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**Counseling Curriculum**

<u>8th Grade</u>													
Self-assess interpersonal skills that will help maintain quality relationships							I	R	M				
Evaluate coping skills to manage life-changing events							I	R	M				
Identify the information and skills necessary to transition to high school									I	R	M		
Develop an educational and career plan based on current interests, strengths, and limitations									I	R	R	M	
<u>9th Grade</u>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
Apply information and skills necessary to transition into high school and adjust to increased academic demands.									I	R	R	R	M
<u>10th Grade</u>													
Identify and participate in activities that help the individual student become a contributing member of a global community.										I	R	R	M
Expand awareness of the relationship between high school options and post-secondary options by analyzing careers and education information.										O	I	R	M

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<u>11th Grade</u>	K	1	2	3	4	5	6	7	8	9	10	11	12
Demonstrate the steps which can be used to resolve ethical issues related to school or work situations.										O	O	I	R/M
<u>12th Grade</u>													
Exhibit coping skills to manage life-changing events.										I	R	R	R

*I – Introduce      R – Reinforce      M – Mastery      O – Optional for grade level*

### KG Year At-A-Glance:

Quarter 1	Quarter 2
<ul style="list-style-type: none"> <li>Identify the basic feelings - sad, happy, mad, scared - of self and others.</li> <li>Demonstrate how to be a friend.</li> <li>Identify how school expectations are different from home, daycare, or preschool.</li> </ul>	<ul style="list-style-type: none"> <li>Identify safe and unsafe choices.</li> </ul>
Quarter 3	Quarter 4
<ul style="list-style-type: none"> <li>Identify work habits for school success.</li> </ul>	<ul style="list-style-type: none"> <li>Identify likes and dislikes at home and school.</li> </ul>

## Kindergarten

Last Revised (Date & Name):

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## Counseling Curriculum

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Priority Standards: (Based on Missouri Learning Standards / CLEs#heading=h.urly3pdpzogi / GLEs)	Prerequisite Standards:	Learning Target: I can statements...	Assessment Methods:	Instructional Activities & Assignments
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## Counseling Curriculum

Identify the basic feelings - sad, happy, mad, scared - of self and others.	N/A	*Students will be able to identify and draw four basic feelings. *Students will be able to identify the basic feelings for different situations.	Admit/Exit Ticket Think Pair Share <a href="http://www.kahoot.com">Kahoot - www.kahoot.com</a> Quizizz - Thumbs Up Thumbs Down Padlet	Topic- Self-Control Discussion- Feeling Buddies and the different emotions we experience. Each student share what helps them to calm down.  Video- Inside Out /Meet Your Emotions  Video- The Marshmallow Test Read: Today I feel Silly by Jamie Lee Curtis
Demonstrate how to be a friend.	N/A	*Students will be able to identify feelings of other peers. *Students will categorize interpersonal interactions as either positive (something a friend would do) or negative (something a friend would not do).	Admit/Exit Ticket Think Pair Share <a href="http://www.kahoot.com">Kahoot - www.kahoot.com</a> Quizizz Thumbs Up Thumbs Down Padlet	Topic/Discussion- Acceptance Share something special about yourself.  Video-Cloudy with a Chance of Meatballs/ The Real You.  Book Reading- A Rainbow of Friends by P.K. Hallinan  Read: Have You Filled a Bucket?
Identify safe/unsafe situations and choices.	N/A	*Students will identify safe and unsafe choices at home and school	Admit/Exit Ticket Think Pair Share <a href="http://www.kahoot.com">Kahoot - www.kahoot.com</a> Quizizz Thumbs Up Thumbs Down Padlet	Topic-Safe and Unsafe Situations  Video- Check First, Take a Friend, and Tell People No (kidsmartz.org)  Activity- Safety Quiz
Identify work habits necessary for school success.	N/A	The students will identify three school classroom routines.	Admit/Exit Ticket Think Pair Share <a href="http://www.kahoot.com">Kahoot - www.kahoot.com</a> Quizizz Thumbs Up Thumbs Down Padlet	Topic/Discussion- Developing skills for learning classroom routines.  Video- I can follow the rules song on youtube.  Students will draw three classroom routines.

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## Counseling Curriculum

<p>Identify how school expectations are different from home, daycare, or preschool.</p>	<p>N/A</p>	<p>Identify classroom rules.</p>	<p>Admit/Exit Ticket Think Pair Share <a href="http://www.kahoot.com">Kahoot - www.kahoot.com</a> Quizizz Thumbs Up Thumbs Down</p>	<p>Topic-Responsibility Activity- How am I responsible at home, school, to myself, and my community?</p> <p>Video Clip- (www.youtube.com) Amazing Kids of Character</p> <p>Book Reading- The Messy Monster by Michael J. Pellowski</p> <p>Read: I Just Forgot by Mercer Mayer</p> <p>Discussion: Home responsibilities vs. School Responsibilities</p>
<p>Identify likes and dislikes at home and school.</p>	<p>N/A</p>	<p>Identify and participate with classroom jobs.</p>	<p>Admit/Exit Ticket Think Pair Share <a href="http://www.kahoot.com">Kahoot - www.kahoot.com</a> Quizizz Thumbs Up Thumbs Down Padlet</p>	<p>Topic/Discussion= Provide information and ideas regarding student's duty to participate in classroom jobs and contribute positively to the school as well as responsibilities at home.</p> <p>Activity</p>

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## Counseling Curriculum

### 1st Grade Year At-A-Glance:

Quarter 1	Quarter 2
<ul style="list-style-type: none"> <li>Identify a variety of feelings of self and others; and express those feelings effectively.</li> <li>Identify similarities and differences with self and friends/other students.</li> </ul>	<ul style="list-style-type: none"> <li>Identify personal safety strategies.</li> </ul>
Quarter 3	Quarter 4
<ul style="list-style-type: none"> <li>Develop and practice work habits necessary for school success.</li> <li>Demonstrate the skills needed to be a successful learner.</li> </ul>	<ul style="list-style-type: none"> <li>Identify strengths and interests at home and school.</li> </ul>

<b>First Grade</b>			Last Revised (Date & Name):	
Priority Standards: (Based on Missouri Learning Standards / CLEs / GLEs)	Prerequisite Standards:	Learning Targets:	Assessment Methods:	Instructional Activities & Assignments

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## Counseling Curriculum

Identify a variety of feelings of self and others; and express those feelings effectively.	Identify the basic feelings of sad, happy, mad, scared	* Students will identify feelings of self and others based on real life situations. *Students will identify verbal and facial feelings of self and peers.	Admit/Exit Ticket Think Pair Share <a href="http://www.kahoot.com">Kahoot - www.kahoot.com</a> Quizizz Thumbs Up Thumbs Down Padlet	Read: Have you Filled a Bucket? Bucket Filler/Dipper Smart Board Activity I Can Be a Bucket Filler WS
Identify similarities and differences with self and friends/other students.	Demonstrate how to be a friend.	*Students will name three differences and three similarities among his/her peers.	Admit/Exit Ticket Think Pair Share <a href="http://www.kahoot.com">Kahoot - www.kahoot.com</a> Quizizz Thumbs Up Thumbs Down Padlet	Acceptance - Read Sneetches by Dr. Seuss
Identify personal safety strategies.	Identify safe and unsafe choices and situations.	*Students will identify steps to problem solving and decision making for personal safety.	Admit/Exit Ticket Think Pair Share <a href="http://www.kahoot.com">Kahoot - www.kahoot.com</a> Quizizz Thumbs Up Thumbs Down Padlet	Topic/Discussion- Following Personal Safety rules at home and at school.
Develop and practice work habits necessary for school success.	Identify work habits necessary for school success.	The student will follow instructions.	Admit/Exit Ticket Think Pair Share <a href="http://www.kahoot.com">Kahoot - www.kahoot.com</a> Quizizz Thumbs Up Thumbs Down Padlet	
Demonstrate the skills needed to be a successful learner.	Identify how school expectations are different from home, daycare, or preschool.	The student will demonstrate participation skills and effort to accomplish a task.	Admit/Exit Ticket Think Pair Share <a href="http://www.kahoot.com">Kahoot - www.kahoot.com</a> Quizizz Thumbs Up Thumbs Down Padlet	
Identify strengths and interests at home and school.	Identify likes and dislikes at home and school.	The student will list at least three reasons jobs and workers are important in the community.	Admit/Exit Ticket Think Pair Share <a href="http://www.kahoot.com">Kahoot - www.kahoot.com</a> Quizizz Thumbs Up Thumbs Down Padlet	

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## Counseling Curriculum

### 2nd Grade Year At-A-Glance:

Quarter 1	Quarter 2
<ul style="list-style-type: none"> <li>Express a variety of feelings effectively and identify steps to control those feelings.</li> <li>Demonstrate the skills needed to make and keep friends.</li> </ul>	<ul style="list-style-type: none"> <li>Apply personal safety strategies as they relate to different situations.</li> </ul>
Quarter 3	Quarter 4
<ul style="list-style-type: none"> <li>Build individual work habits and study skills that apply to a variety of learning situations.</li> <li>Identify goals that lead to learner success.</li> </ul>	<ul style="list-style-type: none"> <li>Identify new activities and interests to explore.</li> </ul>

### Second Grade

Last Revised (Date & Name):

Priority Standards: (Based on Missouri Learning Standards / CLEs / GLEs)

Prerequisite Standards:

Learning Targets:

Assessment Methods:

Instructional Activities & Assignments

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## Counseling Curriculum

Express a variety of feelings effectively and identify steps to control those feelings.		Students will identify ways to express feelings and the steps to control those feelings .	Admit/Exit Ticket Think Pair Share <a href="http://www.kahoot.com">Kahoot - www.kahoot.com</a> Quizizz Thumbs Up Thumbs Down Padlet	
Demonstrate the skills needed to make and keep friends.		Students will apply knowledge of friendship skills, personal differences and the STAR problem solving model to address common problems.  The student will determine one positive and one negative response for at least three friendship interactions.	Admit/Exit Ticket Think Pair Share <a href="http://www.kahoot.com">Kahoot - www.kahoot.com</a> Quizizz Thumbs Up Thumbs Down Padlet	
Apply personal safety strategies as they relate to different situations		Students will work in groups and present a skit on how to solve a variety of safety situations.	Admit/Exit Ticket Think Pair Share <a href="http://www.kahoot.com">Kahoot - www.kahoot.com</a> Quizizz Thumbs Up Thumbs Down Padlet	
Build individual work habits and study skills that apply to a variety of learning situations.		The students will identify four work habits necessary for school success.	Admit/Exit Ticket Think Pair Share <a href="http://www.kahoot.com">Kahoot - www.kahoot.com</a> Quizizz Thumbs Up Thumbs Down Padlet	
Identify goals that lead to learner success.		The student will develop two strategies that will help him/her meet the increased expectations of being in 2nd grade.	Admit/Exit Ticket Think Pair Share <a href="http://www.kahoot.com">Kahoot - www.kahoot.com</a> Quizizz Thumbs Up Thumbs Down Padlet	
Identify new activities and interests to explore.		The student will identify and compare the roles and responsibilities of two workers (jobs) in their community.	Admit/Exit Ticket Think Pair Share <a href="http://www.kahoot.com">Kahoot - www.kahoot.com</a> Quizizz Thumbs Up Thumbs Down Padlet	

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## Counseling Curriculum

### 3rd Grade Year At-A-Glance:

Quarter 1	Quarter 2
<ul style="list-style-type: none"> <li>• Demonstrate the steps to control a variety of feelings.</li> <li>• Apply the skills needed to solve problems with friends/others.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify coping skills for managing life changes or events.</li> </ul>
Quarter 3	Quarter 4
<ul style="list-style-type: none"> <li>• Identify and practice time-management, organizational skills, study skills and test taking strategies.</li> <li>• Identify goal setting and self assessment skills.</li> <li>• Compare and contrast the skills required of workers in the six career paths.</li> </ul>	<ul style="list-style-type: none"> <li>• Cont. Identify and practice time-management, organizational skills, study skills and test taking strategies.</li> <li>• Cont. Identify goal setting and self assessment skills.</li> <li>• Cont. Compare and contrast the skills required of workers in the six career paths.</li> </ul>

### Third Grade

Last Revised (Date & Name):

Priority Standards: (Based on Missouri Learning Standards / CLEs / GLEs)

Prerequisite Standards:

Learning Targets:

Assessment Methods:

Instructional Activities & Assignments

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## Counseling Curriculum

Demonstrate the steps to control a variety of feelings.		The student will share out ways they control/maintain their feelings.	Admit/Exit Ticket Think Pair Share <a href="http://www.kahoot.com">Kahoot - www.kahoot.com</a> Quizizz Thumbs Up Thumbs Down Padlet	Self-Control:
Apply the skills needed to solve problems with friends/others.		The student will demonstrate the use of I-Messages for at least three social situations.	Admit/Exit Ticket Think Pair Share <a href="http://www.kahoot.com">Kahoot - www.kahoot.com</a> Quizizz Thumbs Up Thumbs Down Padlet	Read: Invisible Boy
Identify coping skills for managing life changes or events.		The student will work cooperatively to demonstrate at least one coping skill for dealing with a life change scenario.	Admit/Exit Ticket Think Pair Share <a href="http://www.kahoot.com">Kahoot - www.kahoot.com</a> Quizizz Thumbs Up Thumbs Down Padlet	
Identify and practice time-management, organizational skills, study skills and test taking strategies.		The student will identify study skills and test taking strategies. The student will describe the importance of using basic time management and organizational skills for assignment and/or task completion.	Admit/Exit Ticket Think Pair Share <a href="http://www.kahoot.com">Kahoot - www.kahoot.com</a> Quizizz Thumbs Up Thumbs Down Padlet	
Identify goal setting and self assessment skills.		The student will establish an academic goal and determine the steps necessary to achieve it.	Admit/Exit Ticket Think Pair Share <a href="http://www.kahoot.com">Kahoot - www.kahoot.com</a> Quizizz Thumbs Up Thumbs Down Padlet	
Compare and contrast the skills required of workers in the six career paths.		The student will categorize personal skills, academic skills, and work habit skills with the career paths.	Admit/Exit Ticket Think Pair Share <a href="http://www.kahoot.com">Kahoot - www.kahoot.com</a> Quizizz Thumbs Up Thumbs Down Padlet	

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## Counseling Curriculum

### 4th Grade Year At-A-Glance:

Quarter 1	Quarter 2
<ul style="list-style-type: none"> <li>Communicate feelings and personal thoughts with others and respect the personal opinions and ideas of others.</li> <li>Identify the skills needed to compromise in a variety of situations.</li> </ul>	<ul style="list-style-type: none"> <li>Cont. Communicate feelings and personal thoughts with others and respect the personal opinions and ideas of others.</li> <li>Cont. Identify the skills needed to compromise in a variety of situations.</li> </ul>
Quarter 3	Quarter 4
<ul style="list-style-type: none"> <li>Apply strategies - study skills, test taking strategies, time-management and organizational techniques - on educational tasks to improve academic achievement.</li> <li>Refine and apply strategies emphasizing individual responsibility for educational tasks and skills.</li> <li>Identify school and community resources available for exploration of the six career paths.</li> </ul>	<ul style="list-style-type: none"> <li>Utilize coping skills for managing life changes or events.</li> </ul>

<b>Fourth Grade</b>			Last Revised (Date & Name):	
Priority Standards: (Based on Missouri Learning Standards / CLEs / GLEs)	Prerequisite Standards:	Learning Targets:	Assessment Methods:	Instructional Activities & Assignments

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## Counseling Curriculum

Communicate feelings and personal thoughts with others and respect the personal opinions and ideas of others.		Students will be able to identify the difference between positive and negative thoughts and feelings.	Admit/Exit Ticket Think Pair Share <a href="http://www.kahoot.com">Kahoot - www.kahoot.com</a> Quizizz Thumbs Up Thumbs Down Padlet	
Identify the skills needed to compromise in a variety of situations.		The student will use the STAR steps in problem solving to resolve conflict scenarios.	Admit/Exit Ticket Think Pair Share <a href="http://www.kahoot.com">Kahoot - www.kahoot.com</a> Quizizz Thumbs Up Thumbs Down Padlet	
Utilize coping skills for managing life changes or events.		The student will identify two coping skills to manage a life change or event.	Admit/Exit Ticket Think Pair Share <a href="http://www.kahoot.com">Kahoot - www.kahoot.com</a> Quizizz Thumbs Up Thumbs Down Padlet	
Apply strategies - study skills, test taking strategies, time-management and organizational techniques - on educational tasks to improve academic achievement.		The student will apply two study skills and two test taking strategies used to improve academic achievement.	Admit/Exit Ticket Think Pair Share <a href="http://www.kahoot.com">Kahoot - www.kahoot.com</a> Quizizz Thumbs Up Thumbs Down Padlet	
Refine and apply strategies emphasizing individual responsibility for educational tasks and skills.		The student will apply two time management techniques and two organizational techniques necessary for task completion. The student will identify four behaviors that are related to being successful.	Admit/Exit Ticket Think Pair Share <a href="http://www.kahoot.com">Kahoot - www.kahoot.com</a> Quizizz Thumbs Up Thumbs Down Padlet	
Identify school and community resources available for exploration of the six career paths.		The student will identify two personal and educational interests and strengths in common with those of a worker in the local community.  The student will identify and “sample” two school and community resources that are available for exploration of the six career paths.	Admit/Exit Ticket Think Pair Share <a href="http://www.kahoot.com">Kahoot - www.kahoot.com</a> Quizizz Thumbs Up Thumbs Down Padlet	

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**Counseling Curriculum**

**5th Grade Year At-A-Glance:**

<b>Quarter 1</b>	<b>Quarter 2</b>
•	•
<b>Quarter 3</b>	<b>Quarter 4</b>
•	•

**Fifth Grade**

Last Revised (Date & Name):

Priority Standards: (Based on Missouri Learning Standards / CLEs / GLEs)

Prerequisite Standards:

Learning Targets:

Assessment Methods:

Instructional Activities & Assignments

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## Counseling Curriculum

Demonstrate the personal characteristics to maintain a positive self-concept.	Recognize positive self-talk and communicate personal thoughts and feelings.	The student will identify at least three aspects of a positive self-concept.	Google slide	Read <u>"I'm Gonna Like Me"</u>  Students create a personalized Google slide of images that represent a positive self-image.
Exhibit mutual respect and compromise in a relationship.	Demonstrate respect for others' personal opinions and idea.	The student will discover at least four ways he/she is similar or different from their classmates.	"I" Statement Role-Play  Classroom Discussion	"Gertrude" Activity - (cut apart image of person and tape back together)  Bully/Mean/Rude differences  "I" Statements
Evaluate peer-influence on problem-solving and decision-making skills.	Apply effective problem-solving, decision-making, and refusal skills to make safe and healthy choices in various life situations.	The student will name at least one positive way and one negative way peers influence decision making.	Role Playing	Students will discuss peer pressure and how it relates to decision making.  Students will be given peer pressure situations to role play.
Demonstrate study skills and test-taking strategies to enhance academic achievement.	Apply study skills and test-taking strategies to improve academic achievement.	The student will identify what type of test-taker they are most like & at least 3 strategies to enhance academic achievement on tests  The student will identify their personal learning style & at least 3 study strategies to enhance academic achievement	"What Kind of Student Am I?" Worksheet  Thumbs up/down	Complete a Learning Style Inventory  Discuss different test-taking personalities & strategies to help each
Compare interests and strengths with those of workers in the global community.	Compare interests and strengths with those of workers in the global community.	The student will identify at least two work personality types that are most like them & at least two occupations that match those work personality types  The student will identify at least two work skills that are strengths and two that are weaknesses. They will then identify at least two occupations that match their strengths/weaknesses	"Career Trek" WS	Identify as many occupations as you can in 60 seconds  Introduce: Interests + Abilities + Lifestyle = You Career  Introduce Career Paths briefly  Explore Career Trek & complete WS

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**Counseling Curriculum**

**6th Grade Year At-A-Glance:**

Quarter 1	Quarter 2
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Quarter 3	Quarter 4
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**Sixth Grade**

Last Revised (Date & Name):

Priority Standards: (Based on Missouri Learning Standards / CLEs / GLEs)

Prerequisite Standards:

Learning Targets:

Assessment Methods:

Instructional Activities & Assignments

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## Counseling Curriculum

Identify and develop planning strategies to manage individual, family and school responsibilities.	Develop strategies to balance family, school, and community roles.	The student will construct a daily schedule with obligations and leisure activities.  The student will reflect, with a partner, his/her understanding of how responsibility and time management skills are related.		
Identify interpersonal skills needed to maintain quality relationships.	Exhibit mutual respect and compromise in relationships.	The student will identify five interpersonal skills needed to maintain a quality relationship  The student will demonstrate at least three effective interpersonal skills which could resolve a conflict		
Identify behaviors that compromise personal safety of self and others.	Apply personal safety strategies as they relate to violence and harassment.	The student will identify ten risky behaviors. The student will determine one skill, tool, or person that will separate him or her from risky behaviors.		
Develop and practice a self-management system to promote academic success.	Demonstrate ability to complete assignments and/or tasks accurately within a specified time frame.	The student will describe five qualities and/or characteristics of a successful student.  The student will identify his/her learning style and describe at least three successful study habits associated with that learning style.		
Assess and analyze personal, ethical, and work habit skills as they relate to individual student success.	Apply personal, ethical, and work habit skills needed for success in any school or work environment.	The student will define the term "ethics" and identify five reasons why ethical behavior is important in the workplace		

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**Counseling Curriculum**

7th Grade Year At-A-Glance:

Quarter 1	Quarter 2
•	•
Quarter 3	Quarter 4
•	•

Seventh Grade

Last Revised (Date & Name):

Priority Standards: (Based on Missouri Learning Standards / CLEs / GLEs)

Prerequisite Standards:

Learning Targets:

Assessment Methods:

Instructional Activities & Assignments

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## Counseling Curriculum

<p>Demonstrate understanding of individual strengths and personal challenges and how they relate to a positive self-concept</p>	<p>Identify individual strengths and areas for personal growth and good citizenship</p>	<p>The student will be able to define “Self-Respect” &amp; provide at least two examples of how to show themselves “Self-Respect”.</p> <p>The student can easily identify at least 3 personal strengths &amp; 3 personal weaknesses.</p>	<p>Self Worth Quiz</p> <p>List of strengths/weaknesses</p> <p>Mirror, Mirror Activity</p>	<p>Introduce &amp; define “Self-Respect”</p> <p>Mad Libs “Self-Respect” Challenge</p>
<p>Promote acceptance and respect for individual differences</p>	<p>Identify and develop strategies to promote acceptance and respect in the school &amp; community</p>	<p>The student will be able to define the word “Tolerance” or “Acceptance”</p> <p>The student will identify at least 3 similarities &amp; 3 differences they have with their peers.</p>	<p>Classroom Discussion after activities</p>	<p>Similarities/Differences Activity</p> <p>Perspective Images Activity</p> <p>Video on “Labels”</p>
<p>Demonstrate and refine study skills and test-taking strategies utilizing available academic resources</p>	<p>Develop and practice study skills and test-taking strategies specific to each academic area and identify available resources</p>	<p>The student will identify two or more skills in each of these categories: study skills, test-taking skills, and self-management skills.</p>	<p>Question and answer session regarding study skills, test-taking skills, and self-management skills (including the personal-planning systems students are using).</p> <p>Students will develop goals using two or more skills they have identified to help them improve academic achievement.</p>	<p>Class reading of a student scenario &amp; identification of bad decisions made.</p> <p>Create a weekly planner.</p> <p>Review test-taking and study skills handout.</p> <p>Matching skills activity.</p>
<p>Recognize occupations and careers as they relate to career paths, personal interests, and aptitudes</p>	<p>Recognize the career path concept as an organizer for exploring and preparing for careers now and in the future.</p>	<p>The student will identify interests and relate that information to careers and career paths by completing an interest inventory.</p> <p>The student will research three possible careers and choose one for further investigation.</p>	<p>Kahoot or Quizizz as pre/post test on Career Paths</p> <p>Interest Profiler Worksheet</p>	<p>Kahoot or Quizizz</p> <p>Discuss equation for choosing a career (interests + abilities + lifestyle)</p> <p>Create a MO Connections Account</p> <p>Complete the Interest Profiler</p> <p>Complete the Interest Profiler Worksheet</p>

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**Counseling Curriculum**

**8th Grade Year At-A-Glance:**

<b>Quarter 1</b>	<b>Quarter 2</b>
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<b>Quarter 3</b>	<b>Quarter 4</b>
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<b><u>Eighth Grade</u></b>			Last Revised (Date & Name):	
Priority Standards: (Based on Missouri Learning Standards / CLEs / GLEs)	Prerequisite Standards:	Learning Targets:	Assessment Methods:	Instructional Activities & Assignments

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## Counseling Curriculum

Self-assess interpersonal skills that will help maintain quality relationships	Practice effective interpersonal skills in a variety of social situations	The student will demonstrate at least three effective interpersonal skills which could resolve a conflict.	Conflict resolution activity sheet Role-Playing	Read and discuss questions related to "I Know What You Did This Summer"  Group role-play the scenario with appropriate responses
Evaluate coping skills to manage life-changing events	Apply coping skills to manage life-changing events.	The student will identify positive and negative coping skills.  The student will practice utilizing several coping skills & identify at least three that they can use in their personal life.	Coping Skills Timeline Activity  Exit Ticket - Identify 3 coping skills they	Coping Skills Timeline Activity  Coping Skills Stations  Exit Ticket
Identify the information and skills necessary to transition to high school.	Recognize ongoing academic expectations and develop strategies to meet increased demands	The student will identify needed HS terminology that will aid them in completing their ICAP.  The student will demonstrate an understanding of HS graduation requirements and needed terminology during ICAP meeting with counselor.	Pre/Post test/kahoot/quizzz on HS terminology	HS Terminology Matching Activity  Pre-test via kahoot or quizzz  Q&A Discussion  Discuss graduation requirements  Walk-thru sample ICAP  Individual time to explore course guide  Post-test via kahoot or quizzz
Develop an educational and career plan based on current interests, strengths, and limitations	Use current interests, strengths, and limitations to guide career exploration and educational planning.	The student will meet individually with MS or HS Counselor to develop Personal Plan of Study before end of 8th grade year.	Completion of an ICAP	Complete their personal ICAP with a MS Counselor

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**Counseling Curriculum**

**9th Grade Year At-A-Glance:**

Quarter 1	Quarter 2
<ul style="list-style-type: none"> <li>Apply information and skills necessary to transition into high school and adjust to increased academic demands.</li> <li>Identify differences between middle school and high school.</li> </ul>	<ul style="list-style-type: none"> <li>Apply information and skills necessary to transition into high school and adjust to increased academic demands.</li> <li>Apply information and skills necessary to transition into high school and adjust to increased academic demands.</li> </ul>
Quarter 3	Quarter 4
<ul style="list-style-type: none"> <li>Apply information and skills necessary to transition into high school and adjust to increased academic demands.</li> <li>Apply information and skills necessary to transition into high school and adjust to increased academic demands.</li> </ul>	<ul style="list-style-type: none"> <li>Apply information and skills necessary to transition into high school and adjust to increased academic demands.</li> <li>Apply information and skills necessary to transition into high school and adjust to increased academic demands.</li> </ul>

**Ninth Grade**

Last Revised (Date & Name):  
1/07/2019 Maskrey & Grunzinger

Priority Standards: (Based on Missouri Learning Standards / CLEs / GLEs)	Prerequisite Standards:	Learning Targets:	Assessment Methods:	Instructional Activities & Assignments
Apply information and skills necessary to transition into high school and adjust to increased academic demands.		<ol style="list-style-type: none"> <li>Identify differences between middle school and high school.</li> <li>Apply information and skills necessary to transition into high school and adjust to increased academic demands.</li> </ol>	<ol style="list-style-type: none"> <li>Pre and Post Assessment</li> <li>Create list of strategies for each learning style.</li> <li>Students develop personal organization system</li> </ol>	<ol style="list-style-type: none"> <li>Missouri Connections:</li> <li>Learning Styles Inventory</li> <li>Self-Efficacy competency</li> <li>Self-Regulation competency</li> </ol>

**10th Grade Year At-A-Glance:**

Quarter 1	Quarter 2
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**Counseling Curriculum**

<ul style="list-style-type: none"> <li>Identify and participate in activities that help the individual student become a contributing member of a global community.             <ul style="list-style-type: none"> <li>1) Define a productive member of society.</li> <li>2) Identify personal strengths and areas of growth.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Identify and participate in activities that help the individual student become a contributing member of a global community.             <ul style="list-style-type: none"> <li>3) Integrate into short and long term goals.</li> </ul> </li> </ul>
<b>Quarter 3</b>	<b>Quarter 4</b>
<ul style="list-style-type: none"> <li>Expand awareness of the relationship between high school options and post-secondary options by analyzing careers and education information             <ul style="list-style-type: none"> <li>1) Revisit interest inventory and and career cluster.</li> <li>2) Refine career goals</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Expand awareness of the relationship between high school options and post-secondary options by analyzing careers and education information             <ul style="list-style-type: none"> <li>2) Refine career goals.</li> <li>3) Create short and long term goals based on career options.</li> </ul> </li> </ul>

<h2 style="color: blue; text-decoration: underline;">Tenth Grade</h2>			Last Revised (Date & Name): 1/07/2019 Grunzinger & Maskrey	
			Priority Standards: (Based on Missouri Learning Standards / CLEs / GLEs)	Prerequisite Standards:
Identify and participate in activities that help the individual student become a contributing member of a global community.		<ol style="list-style-type: none"> <li>Define a productive member of society.</li> <li>Identify personal strengths and areas of growth.</li> <li>Integrate into short and long term goals.</li> </ol>	<ol style="list-style-type: none"> <li>Pre and Post Assessment</li> <li>Developing short/long term goal</li> </ol>	<ol style="list-style-type: none"> <li>"Night" discussion</li> <li>Social Awareness Competency</li> </ol>
Expand awareness of the relationship between high school options and post-secondary options by analyzing careers and education information.		<ol style="list-style-type: none"> <li>Revisit interest inventory and and career cluster.</li> <li>Refine career goals.</li> <li>Create short and long term goals based on career options.</li> </ol>	<ol style="list-style-type: none"> <li>Pre and Post Assessment</li> <li>Individual Individual Career and Academic Plan follow up</li> </ol>	<ol style="list-style-type: none"> <li>Missouri Connections Interest Inventory</li> </ol>

**11th Grade Year At-A-Glance:**

<b>Quarter 1</b>	<b>Quarter 2</b>
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**Counseling Curriculum**

<ul style="list-style-type: none"> <li>• Demonstrate the steps which can be used to resolve ethical issues related to school or work situations.             <ul style="list-style-type: none"> <li>○ 1) Making a schedule</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the steps which can be used to resolve ethical issues related to school or work situations.             <ul style="list-style-type: none"> <li>○ 2) conflict resolution</li> </ul> </li> </ul>
<b>Quarter 3</b>	<b>Quarter 4</b>
<ul style="list-style-type: none"> <li>• Demonstrate the steps which can be used to resolve ethical issues related to school or work situations.             <ul style="list-style-type: none"> <li>○ 1) Making a schedule</li> <li>○ 2) conflict resolution</li> <li>○ 3) goal setting</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the steps which can be used to resolve ethical issues related to school or work situations.             <ul style="list-style-type: none"> <li>○ 1) Making a schedule</li> <li>○ 2) conflict resolution</li> <li>○ 3) goal setting</li> </ul> </li> </ul>

<h2 style="margin: 0;"><u>Eleventh Grade</u></h2>			Last Revised (Date & Name): 1/07/2019 Markrey & Grunzinger		
			Priority Standards: (Based on Missouri Learning Standards / CLEs / GLEs)	Prerequisite Standards:	Learning Targets:
Demonstrate the steps which can be used to resolve ethical issues related to school or work situations.			1) Making a schedule 2) Conflict resolution 3) Goal setting	1) Pre and Post Assessment	1) Empathy competency Assertiveness competency

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**Counseling Curriculum**

**12th Grade Year At-A-Glance:**

Quarter 1	Quarter 2
<ul style="list-style-type: none"> <li>• Exhibit coping skills to manage life-changing events               <ul style="list-style-type: none"> <li>○ 1) Identify key stressful events in life.</li> <li>○ 2) Identify personal coping skills.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Exhibit coping skills to manage life-changing events               <ul style="list-style-type: none"> <li>○ 1) Identify key stressful events in life.</li> <li>○ 2) Identify personal coping skills.</li> </ul> </li> </ul>
Quarter 3	Quarter 4
<ul style="list-style-type: none"> <li>• Exhibit coping skills to manage life-changing events               <ul style="list-style-type: none"> <li>○ 1) Identify key stressful events in life.</li> <li>○ 2) Identify personal coping skills.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Exhibit coping skills to manage life-changing events               <ul style="list-style-type: none"> <li>○ 1) Identify key stressful events in life.</li> <li>○ 2) Identify personal coping skills.</li> </ul> </li> </ul>

<h2 style="margin: 0;"><u>Twelfth Grade</u></h2>			Last Revised (Date & Name): 1/07/2019 Grunzinger & Maskrey	
			Priority Standards: (Based on Missouri Learning Standards / CLEs / GLEs)	Prerequisite Standards:
Exhibit coping skills to manage life-changing events.		<ol style="list-style-type: none"> <li>1) Identify key stressful events in life.</li> <li>2) Identify impact of stress on self.</li> <li>3) Identify personal coping skills.</li> </ol>	<ol style="list-style-type: none"> <li>1) Pre/post assessment</li> <li>2) Create personal stress plan</li> <li>3) Individual Planning meetings</li> </ol>	<ol style="list-style-type: none"> <li>1) “Balancing Life Roles” MFLC presentation Conflict Management competency</li> <li>2) Self Awareness competency</li> <li>3) Stress Management</li> </ol>

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