

Personal, Social, Emotional Curriculum

PSE Strand: Identity

An understanding of our own beliefs, values, attitudes, experiences and feelings and how they shape us; the impact of cultural influences; the recognition of strengths, limitations and challenges as well as the ability to cope successfully with situations of change and adversity; how the learner's concept of self and feelings of self-worth affect his or her approach to learning and how he or she interacts with others.

Grade 1-2 (Phase 2)

Conceptual understandings

There are many factors that contribute to a person's individual identity.

Understanding and respecting other peoples' perspectives helps us to develop empathy.

Identifying and understanding our emotions helps us to regulate our behaviour.

A positive attitude helps us to overcome challenges and approach problems.

A person's self-concept can change and grow with experience.

Using self-knowledge allows us to embrace new situations with confidence.

Different challenges and situations require different strategies.

Learning outcomes

Who will support this? How? BLUE: HR RED: SS GREEN: C

Describe similarities and differences between themselves and others through the explorations of cultures, appearance, gender, ethnicity, and personal preferences

Describe how personal growth has resulted in new skills and abilities

Explain how different experiences can result in different emotions

Class discussion following read aloud about emotions

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Identify feelings and begin to understand how these are related to behavior	
Express hopes, goals and aspirations	
Solve problems and overcome difficulties with a sense of optimism	Meet with individual students (Solutions Focused Brief Therapy or CBT)
Examine possible strategies to deal with change, including thinking flexibly and reaching out to seek help	In Grade 2, counselor and another teacher to deliver child protection play about seeking help when being abused (Kids on the Block—KOB)
Recognize others' perspectives and accommodate these to shape a broader view of the world	
Identify and understand the consequences of actions	Mediations with students experiencing friendship conflict
Are aware of their emotions and begin to regulate their emotional responses and behavior	Meet with individual students and/or group counseling (social skills) to address particular students in need
Reflect on inner thoughts and self-talk	Meet with individual students (CBT and Mistaken Beliefs)
Demonstrates a positive belief in their abilities and believe they can reach their goals by persevering	
Additional topics in PSE (outside of learner outcomes)	
Counselor to deliver a child protection curriculum focused on sexual abuse	

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Grade 3-4 (Phase 3)

Conceptual understandings

A person’s identity evolves as a result of many cultural influences.

A person’s self-concept is influenced by how others regard and treat him or her.

Embracing and developing optimism helps us to have confidence in ourselves and our future.

Understanding ourselves helps us to understand and empathize with others.

Self-efficacy influences the way people feel, think and motivate themselves, and behave.

Reflecting on the strategies we use to manage change and face challenges helps us to develop new strategies to cope with adversity.

Increasing our self-reliance and persisting with tasks independently supports our efforts to be more autonomous.

Learning outcomes

Who will support this? How?
BLUE: HR RED: SS GREEN: C

Explain how a person’s identity is made up of many different things, including membership in different cultures, and that this can change over time

Examine different factors (heritable and non-heritable) that shape an identity (for example, gender, sexuality, nationality, language group)

Identify how their attitudes, opinions and beliefs affect the way they act and how those of others also impact on their actions

PSE Strand: Identity

Recognize personal qualities, strengths and limitations	
Analyse how they are connected to the wider community	
Reflect on how they cope with change in order to approach and manage situations of adversity	
Reflect on their own cultural influences, experiences, traditions and perspectives, and are open to those of others	
Use understanding of their own emotions to interact positively with others	<ul style="list-style-type: none"> • Read-aloud and class discussion about encouraging a culture of kindness • Conflict resolution lesson (including I-statements)
Embrace optimism to shape a positive attitude towards themselves and their future	Meet with individual students (Solutions Focused Brief Therapy or CBT)
Explain how self-talk can influence their behavior and their approach to learning	Meet with individual students (Solutions Focused Brief Therapy or CBT)
Motivate themselves intrinsically and behave with belief in themselves	
Work and learn with increasing independence	
Additional topics in PSE (outside of learner outcomes)	
Counselor to deliver a child protection curriculum focused on sexual abuse	
In Grade 4, counselor and another teacher to deliver child protection play about seeking help when being abused (Kids on the Block—KOB)	
Counselor to run specific groups (divorce, grief, social skills, etc.) aimed at emotion expression and regulation	

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Grade 5 (Phase 4)

Conceptual understandings

Many different and conflicting cultures influence identity formation.

The physical changes people experience at different stages in their lives affect their evolving identities.

Stereotyping or prejudging can lead to misconceptions and conflict.

The values, beliefs and norms of a society can impact on an individual's self-concept and self-worth.

Being emotionally aware helps us to manage relationships and support each other.

A person's self-worth is reinforced and reflected in engagement with and/or service to others.

A strong sense of self-efficacy enhances human accomplishments and personal well-being.

Coping with situations of change, challenge and adversity develops our resilience.

Learning outcomes

Who will support this? How? BLUE: HR RED: SS GREEN: C

Examine the complexity of their own evolving identities

Recognize how a person's identity affects self-worth

Recognize how a person's identity affects how they are perceived by others and influences interactions

PSE Strand: Identity

Analyse how society can influence our concept of self-worth (for example, through the media and advertising)	
Identify how aspects of a person's identity can be expressed through symbols, spirituality, dress, adornment, personal attitudes, lifestyle, interests and activities pursued	
Analyse how assumptions can lead to misconceptions	
Recognize, analyse and apply different strategies to cope with adversity	Meet with individual students and/or group counseling (divorce, grief, social skills) to address particular students in need
Accept and appreciate the diversity of cultures, experiences and perspectives of others	
Identify causal relationships and understand how they impact on the experience of individuals and groups	
Use emotional awareness and personal skills to relate to and help others	Meet with individual students and/or group counseling (social skills) to address particular students in need
Identify how their self-knowledge can continue to support the growth and development of identity	
Understand the role of and strategies for optimism in the development of their own well-being	Meet with individual students (Solutions Focused Brief Therapy or CBT)
Analyse self-talk and use it constructively	<ul style="list-style-type: none"> • Meet with individual students (CBT and Mistaken Beliefs) • Support of students who feel high anxiety during exhibition
Embrace a strong sense of self-efficacy that enhances their accomplishments, attitudes and personal well-being	
Additional topics in PSE (outside of learner outcomes)	
School counselor to deliver a child protection curriculum focused on sexual abuse	
School counselors (primary and secondary) to support transition of students from primary to secondary school	

OAKLAND UNIFIED SCHOOL DISTRICT

Pre-K-Adult SEL Standards

Oakland Unified School District's Social and Emotional Learning (SEL) Standards were developed by a team of teachers, educators, central office administrators and staff, youth, and community members who worked together for a year.

Oakland Unified School District's (OUSD) Pre-K-Adult SEL Standards are currently in use as: (1) an essential element in the district's Instructional Rounds process for every school, (2) a guide for educators' focus on Academic Discussion as the district transitions to the Common Core State Standards (CCSS), and (3) a tool for selecting materials and curriculum aligned to CCSS and Next Generation Science Standards (NGSS), which the California State Board of Education adopted in September 2013.

Purpose

In OUSD the Pre-K-Adult Social and Emotional Learning (SEL) Standards provide an SEL framework that is the foundation for academic content, instructional practices, leadership and learning for students and adults, from the classroom to the boardroom. This resource provides an example that other district leaders and staff can use to develop a common language, vocabulary, and definition for SEL in their own district and to define the skills students need for academic achievement and success in life. The SEL Standards are currently part of the conversation throughout OUSD, including instructional rounds debriefs, professional learning, development of school site plans and reviews, and other areas.

Similar to the medical rounds model, instructional rounds are a process for school improvement that brings groups of educators together to look at what is happening in their schools, develop a collaborative learning environment, and improve student learning. In OUSD instructional rounds is a districtwide strategy to advance the quality of teaching and learning for all students. It brings together principals, teachers, curriculum and SEL experts, and a broad range of central office staff to observe, gather evidence, and make recommendations for improvement. During the 2013-14 academic year every school site in the district hosted two instructional rounds, more than 800 classrooms were visited, and the learning experience of some 10,000 children was observed.

Content

1. Oakland Unified School District's Pre-K-Adult SEL Standards	<i>One-page description of anchor standards, which are CASEL's Five Competencies, with learning standards for each competency</i>
2. Student SEL Behaviors	<i>Description of student behaviors and indicators for each of the five SEL competency areas</i>

Using this Resource

District and school leaders and staff who are considering adopting or developing SEL standards can use OUSD's Pre-K-Adult SEL Standards as a resource or guide in the development of their own district-level SEL standards.

Oakland Unified School District leaders and staff used Illinois and Washoe County SEL Standards, and State of California's Pre-K Standards as sources. Any use or adaptation of this resource should cite Oakland Unified School District as a source.

PreK-Adult Social and Emotional Learning Standards

Anchor Standard	Learning Standard	
<p>1 Self-Awareness Develop and demonstrate self awareness skills to:</p> <ul style="list-style-type: none"> Identify personal, cultural, and linguistic assets Identify prejudices and biases towards people different than oneself Understand the connections between one's emotions, social contexts and identity Demonstrate an accurate self-concept based on one's strengths and challenges Identify when help is needed and who can provide it 	1A	Individual demonstrates an understanding of one's emotions.
	1B	Individual demonstrates knowledge of personal strengths, challenges, cultural, linguistic assets, and aspirations.
	1C	Individual demonstrates awareness of personal rights and responsibilities.
	1D	Individual demonstrates an awareness of when help is needed and who can provide it.
<p>2 Self-Management Develop and demonstrate self-management skills to:</p> <ul style="list-style-type: none"> Regulate one's emotions and behaviors in contexts with people different than oneself Motivate oneself to set and achieve goals 	2A	Individual demonstrates the skills to manage and express one's emotions, thoughts, impulses and stress in constructive ways.
	2B	Individual demonstrates the skills to set, monitor, adapt, achieve, and evaluate goals.
<p>3 Social Awareness Develop and demonstrate social awareness skills to:</p> <ul style="list-style-type: none"> Establish and maintain healthy interactions and relationships across diverse communities Embrace diversity and take the perspectives of people different from oneself Demonstrate empathy for people similar to and different from oneself 	3A	Individual demonstrates empathy for other people's emotions, perspectives, cultures, languages, and histories.
	3B	Individual contributes productively to one's school, workplace, and community.
	3C	Individual demonstrates an awareness and respect for one's similarities and differences with others.
	3D	Individual recognizes leadership capacity in themselves and others.
<p>4 Relationship Skills Develop and demonstrate relationship skills to:</p> <ul style="list-style-type: none"> Relate to people similar to and different than oneself Communicate clearly and effectively Build, establish and maintain healthy relationships 	4A	Individual uses a range of communication skills to interact effectively with individuals of diverse backgrounds, abilities, languages, and lifestyles.
	4B	Individual cultivates constructive relationships with individuals of diverse backgrounds, abilities, languages, and lifestyles.
	4C	Individual demonstrates the skills to respectfully engage in and resolve interpersonal conflicts in various contexts.
<p>5 Responsible Decision Making Develop and demonstrate responsible decision making skills to:</p> <ul style="list-style-type: none"> Problem solve effectively while being respectful of people similar to and different from oneself Behave responsibly in personal, professional, and community contexts Make constructive and respectful choices that consider the well-being of self and others 	5A	Individual considers the well-being of self and others when making decisions.
	5B	Individual uses a systematic approach to decision making in a variety of situations.
	5C	Individual applies problem-solving skills to engage responsibly in a variety of situations.



Academic Discussion SEL Competencies Analysis

Student Behavior and Language that Demonstrate SEL Competencies

SEL Competencies	Classroom Indicator Examples
<p>Self-Awareness</p> <p>Accurately assessing one’s feelings, interests, values, strengths, and challenges; maintaining a well-grounded sense of self-confidence</p>	<p>Students:</p> <ul style="list-style-type: none"> ● Reflect on their progress as a learner ● Express what is easy or hard about the academic discussion¹ and why ● Ask for help when needed ● Identify their role and responsibilities during academic discussions
<p>Self-Management</p> <p>Regulating one’s emotions, thoughts, and behaviors to handle stress, control impulses, and persevere in overcoming obstacles; setting and monitoring progress toward personal and academic goals; expressing emotions appropriately</p>	<p>Students:</p> <ul style="list-style-type: none"> ● Manage and express emotions, thoughts in a constructive way ● Stay engaged in discussion ● Use “I” messages in the social context of academic discussion
<p>Social-Awareness</p> <p>Being able to take the perspective of and empathize with others; recognizing and appreciating individual and group similarities and differences; recognizing and using family, school, and community resources</p>	<p>Students:</p> <ul style="list-style-type: none"> ● Listen attentively to other’s ideas ● Respectfully paraphrase other’s ideas ● Engage collaboratively with people different from oneself ● Able to take the perspective of people different from oneself ● Add on to and build off of other’s ideas
<p>Relationship Skills</p> <p>Establishing and maintaining healthy and rewarding relationships based on cooperation; resisting inappropriate social pressure; preventing, managing, and resolving interpersonal conflict; seeking help when needed</p>	<p>Students:</p> <ul style="list-style-type: none"> ● Communicate clearly and effectively with people different from oneself ● Engage in constructive argument ● Give and receive constructive feedback ● Listen, encourage, acknowledge, compromise, work towards consensus ● Express value of collaboration ● Ask questions based on careful listening
<p>Responsible Decision-Making</p> <p>Making decisions based on consideration of ethical standards, safety concerns, appropriate social norms, respect for others, and likely consequences of various actions; applying decision-making skills to academic and social situations; contributing to the well-being of one’s school and community</p>	<p>Students:</p> <ul style="list-style-type: none"> ● Follow norms established for the discussion ● Actively participate in group decision-making process ● Generate alternative ideas and solutions ● Demonstrate the “good of the group” ● Ask “why” and “what if” questions

¹The District defines academic discussion as quality academic discussion as purposeful, sustained conversations about content. It requires students to work together to co-construct knowledge and negotiate meaning in order to attain high levels of thinking and deep understanding about a topic, and is characterized by high student engagement and participation, as students discuss relevant topics that allow for multiple and diverse perspectives.

Grade 5- Nursery Core Counseling Curriculum Scope and Sequence

A note about this document: *In an endeavor to make our jobs both easier and more cohesive, members of the ISCA team have been working on developing a Nursery-Grade 12 Scope & Sequence for the Core Counseling Curriculum. What this specifically addresses is content that could/would ideally be available to all students over the course of a school year.*

The Core Counseling Curriculum consists of structured developmental lessons designed to assist students in achieving the desired competencies below and to provide all students with the knowledge and skills in the four domains (academic, career, personal/social and global perspective). This curriculum is infused throughout the school's overall curriculum and is presented systematically through Nursery-Grade 12 classrooms, individual student planning and group activities. It is important to note that it does not need to be delivered solely by the school counselor. The various methods below are ways in which curriculum can be delivered include: classroom instruction, interdisciplinary units, group activities, etc.

Using the [CASEL competencies](#) as a framework, the ISCA standards as a guide and the experience of counselors around the world as the foundation for this project, we have developed this Core Counseling Curriculum Scope & Sequence. We hope to have created a user-friendly document that counselors can use to support their curriculum lessons - it is not meant to be prescriptive in any way, but rather a resource that is helpful, dynamic, and recognizes the diversity that exists in our jobs.

Also important to the school community is having comprehensive prevention programs that focus on areas such as bullying, mental health awareness and suicide prevention and child protection. To emphasize these school-wide programs, which involve wellness committees, administration, crisis response teams, policies, procedures and student education, we have identified elements of the Core Counseling Curriculum that would naturally be a part of these prevention programs.

During the 2018/19 school year we are publishing the Scope & Sequence to be more widely used. We are looking for interested international school counselors to “pilot” the Scope & Sequence and provide your feedback and experience with us. Please express your interest in piloting this document, by emailing us at info@iscainfo.com.

Mental Health Awareness and Suicide Prevention



Child Protection



Bullying



GRADE 5 CORE COUNSELING CURRICULUM SEQUENCE

CASEL Competency	Topic	Essential Question	Lesson Ideas/Resources (Work in Progress do not need to comment at this time but you can add resources!)	ISCA Standard/Domains Addressed
	Introductions/Identity	Know who the counselor is and what the counselor does	School Counselor SCOOT game Referral process Read-Aloud (ex. “You Be You”)	Personal Social C1
Social Awareness Self Awareness	Community Identity/Citizenship 	Students will understand their own areas of strength and areas for growth and how to contribute positively to the classroom community	What is your superpower? Different abilities/different types of perspective (family/cultural/religious/gender) Read Aloud (ex. “Too Perfect”) How are we alike?	Personal Social A2 Global Perspective D2, D3
Relationship Skills	Diversity/Tolerance/ Respect	Students will develop skills to work collaboratively with all different types of people	Respectful communication Teamwork	Personal Social A2 Academic A3
Relationship skills	Friendship Skills 	Students will understand the nuances of friendship and how to identify when a friendship needs to end (building on previous conversations and in developmentally appropriate context)	What makes a good friend? What would be a reason to stop being friends with someone? How do you respectfully end a friendship? Read Aloud (ex. “Trouble Talk”)	Personal Social A2 B1
Responsible Decision-Making/Social Awareness	Conflict Resolution Problem-Solving Skills 	Students will know the difference between rude, mean and bullying behaviors and how to mediate conflict before it escalates.	Revisit differences between rude, mean and bullying Strategies when problems arise Basic internet etiquette Cyberbullying/online safety	Personal Social C1
Social Awareness	Mindset	Students will understand the concept of body	Gender-influence - how do I see	Personal Social

	Self-Awareness 	image and how it is impacted by media influences	myself? Relativity of gender norms Beauty standards Body positivity/body advocacy	A1
Self Management Social Awareness Relationship skills Responsible Decision Making	Self-care 	Students will explicitly understand the idea of consent and how it applies to their friendships, social dynamics, and issues of personal safety outside of school.	Introduce SENSOA system (consent - what is it?) Introduction to concept of sexual harassment	Personal Social C1
Self-Management/Self-Awareness	Stress Management 	Students will learn to internalize self-reflection & self-regulation strategies	Different ways to manage stress Mindfulness review	Personal Social A1 B1 Academic A1 C1 Global Perspectives D1
Self-Awareness	Mindset Self-Awareness 	Students will understand the pre-adolescent brain and how resilience, perseverance and gratitude connect to happiness on a fundamental level	Teenage brain - how do emotions impact our brain functioning What do resilience and perseverance look like?	Personal Social B1
Self-Awareness/ Responsible Decision-Making	Self-Care/Wellness 	Students will continue to gain understanding of their changing bodies and the social/emotional impact of growing.	Puberty via a social/emotional lens Idea of “not knowing” why emotions are happening and how to be supportive of one another in that Individual differences Vocabulary review re: sexual orientation	Personal Social A1
Self-Awareness/ Responsible Decision-Making	Career Awareness	Students will examine their areas of interest and how this connects with time management and decision-making in future planning/reflection	What kind of person are you going to be when you think about the future? What kind of person are you now?	Career A1 B1 C1

Self-Management/Self-Awareness	Transitions Reflections	Students will understand what the cycle of transition looks like and how to say goodbye/end a school year in a positive fashion.	Revisit RAFT & RAKE Middle School Transition prep if necessary	Global Perspective E1 E2

PILOT

GRADE 4 CORE COUNSELING CURRICULUM SEQUENCE

CASEL Competency	Topic	Essential Question	Lesson Ideas/Resources (Work in Progress do not need to comment at this time but you can add resources!)	ISCA Standard/Domains Addressed
	Introductions/Identity	Know who the counselor is and what the counselor does	School Counselor “Sort” activity Referral process Read-Aloud (ex. “You Be You”)	Personal Social C1
Social Awareness Self Awareness	Community Identity/Citizenship 	Students will understand their own areas of strength and areas for growth and how to contribute positively to the classroom community	Reintroduce consent What does good listening look like? Character strengths Different abilities Commonalities activities	Personal Social C1 A2 Global Perspective D2, D3
Relationship Skills	Diversity/Tolerance/ Respect	Students will continue develop skills to work collaboratively with all different types of people in positive ways.	Different types of families exercise Inclusion/respectful communication	Academic A1 Personal Social A2
Relationship skills	Friendship Skills 	Students will understand how friendships change and how to identify when a friendship needs to end (building on previous conversations)	What makes a good friend? What would be a reason to stop being friends with someone? How do you respectfully end a friendship? “Simon’s Hook” - don’t bite the hook Read Aloud (ex. “My Secret Bully”)	Personal Social A2 B1
Responsible Decision-Making	Conflict Resolution 	Students will know what an upstander is and the different ways one can be an upstander	Revisit differences between rude, mean and bullying “Be an Upstander” (NED show) Cyber-etiquette - what could you do if unkindness happens online	Personal Social B1 C1
Relationship skills	Friendship Skills	Students will know what peer pressure is and	Examples of positive & negative peer	Personal Social

		how to respond	pressure (brochure) Idea of gender norms/expectations introduction	B1
Relationship skills Responsible Decision Making	Conflict Resolution	Students will understand steps in the mediation process	Stop & Cool Off I-Messages “Brainstorm solutions, Agree to solutions, Evaluate”	Personal Social B1 C1
Self-Management/Self-Awareness	Mindfulness 	Students will learn to internalize self-reflection strategies	“Moody Cow Meditates” Mind Jars Gratitude (tie in with poetry unit) Where is my happy place? “A good thing that happened today was...”	Personal Social B1 Global Perspectives D1
Social Awareness	Community Citizenship 	Students will appreciate how each individual contributes to the group and the greater community	“Candy game” Emotional intelligence Delayed gratification	Personal Social A2 Global Perspectives D3
Self-Awareness/ Responsible Decision-Making	Self-Care/Wellness 	Students will gain understanding of their changing bodies and the social/emotional impact of growing	Puberty via a social/emotional lens Idea of “not knowing” why emotions are happening and how to be supportive of one another in that Individual differences Review of “safe v. unsafe touch”	Personal Social A1
Self-Awareness/ Responsible Decision-Making	Time Management Study Skills	Students will gain awareness as to how they currently use their time and how to effectively manage time in a proactive, prosocial and healthy way	Time Zombie lesson - how do you use your time and what is reasonable?	Academic A2 A3
Self-Management/Self-Awareness	Transitions Reflections	Students will understand what the cycle of transition looks like and how to say goodbye/end a school year in a positive fashion	Revisit RAFT & RAKE Read aloud “Ira Says Goodbye”	Global Perspectives E1 E2

GRADE 3 CORE COUNSELING CURRICULUM SEQUENCE

CASEL Competency	Topic	Essential Question	Lesson Ideas/Resources (Work in Progress do not need to comment at this time but you can add resources!)	ISCA Standard/Domains Addressed
	Introductions/Identity	Know who the counselor is and what the counselor does	School Counselor “Cards” activity Referral process Read-Aloud (ex. “You Be You”)	Personal Social C1
Social Awareness Self Awareness	Community Identity	Students will understand their role in the community, what they bring to the community, and how we are all different and come from different types of families/have different identities	Likes and dislikes (games - “I’m looking for someone, someone like me, someone who...”) Read aloud (ex. “Big Book of Families”) Review expectations for behavior & why we have those expectations	Personal Social A2 Global Perspective C2 D2 D3
Self Awareness Social Awareness	Feelings/Emotions	Students will expand their feelings vocabulary and understand how it feels for them, what it looks like in them and what it looks like in others	Create class “feelings” poster Role play “I message” introduction (game) Zones of Regulation vocabulary/work	Personal Social A1
Self Management	Emotional Self-Regulation Anger Management	Students will learn skills and strategies to recognize and control anger	Read aloud (ex. “Andrew’s Angry Words”, “When Sophie Gets Angry”, “Zach Gets Frustrated”... What are the strategies in your toolbox when you start feeling angry? Revisit image of “thermometer”	Personal Social A1 B1
Self Awareness Self Management	Mindfulness	Students will learn strategies to recenter themselves/gain self-control	Mindfulness jar Paying attention to the moment Simple meditation - sights and sounds Read aloud “Peaceful Piggy	Personal Social C1 Global Perspective D1

			Meditation” Just Breathe	
Responsible Decision-Making	Decision-making 	Students will learn how to make positive decisions	Introduce Consent POOCH (problem, Option, Outcome, Choice) Revisit “I-message”and Grade 2 strategies	Academic B1 Personal Social B1
Relationship skills Social Awareness	Empathy Friendship skills 	Students will be able to understand how others might be feeling and how it applies to their own relationships	Pay it forward concept Read alouds (ex. Ordinary Mary’s Extraordinary Deed, Invisible Boy) Empathy Short film “The Other Pair	Personal Social A2 Global Perspective D2
Relationship skills	Conflict Resolution Friendship skills 	Students will understand the difference between rude/mean and bullying behaviors	Bullying introduction Read aloud “Weird/Dare/Tough trilogy” (Ideally, three distinct lessons) - perspective taking Bystander vs. Upstander Book: “Say Something” T-Chart: Buddy vs. Bully	Personal Social C1 Global Perspective D2
Relationship skills Responsible Decision-Making	Conflict Resolution 	Students will know how to use decision-making skills in issues of conflict	What is compromise? Revisit POOCH Read aloud “Peace week in Mrs. Fox’s class”	Personal Social B1
Self-Awareness	Mindset Career Awareness	Students will understand importance of gratitude and perseverance and begin to connect the idea of attitude and interest with future decisions.	Gratitude Jar Videos on perseverance Read aloud (ex: “The Most Magnificent Thing”) Intro to Careers	Personal Social B1 Academic A2

Self-Management Responsible Decision-Making	Self-Care 	Students will know how to take care of their bodies and make positive decisions	Healthy eating - colorful plate Importance of sleep Connection between our bodies, our brain and our learning Early drug awareness	Personal Social C1
Self-Management/Self-Awareness	Transitions Reflections	Students will understand what the cycle of transition looks like and how to say goodbye/end a school year in a positive fashion	Read aloud "Ira Says Goodbye" RAFT	Global Perspective E1 E2

PILOT

GRADE 2 CORE COUNSELING CURRICULUM SEQUENCE

CASEL Competency	Topic	Essential Question	Lesson Ideas/Resources (Work in Progress do not need to comment at this time but you can add resources!)	ISCA Standard/Domains Addressed
	Introductions/Identity	Know who the counselor is and what the counselor does and how to access the counselor.	School Counselor “Cards” activity Referral process Read-Aloud (ex. “Odd Velvet”, “Chrysanthemum”, “The Name Jar”)	Personal Social C1
Social Awareness Self Awareness	Community Identity	Students will understand their role in the community, what they bring to the community, and what the community will ideally look like.	How are you similar/how are you different from classmates (whole class venn diagram) “If you could....” activities Read aloud (ex. “I Like Myself”)	Personal Social A2 Global Perspective C2 D2 D3
Social Awareness	Diversity/Tolerance 	Students will respect each other and learn about differences	Learning styles activities Read alouds (ex. “I Have 2 Homes”, “Foods at Lunch”)	Personal Social B1 Global Perspective C2 D2 D3
Responsible Decision Making Self Awareness	Respect 	Students will understand the four different types of respect: self-respect, respect of others, respect of the environment, respect for the community	Read alouds (ex. “Nobody likes me” by Raoul Krischanitz, “Zero” by Kathryn Otoshi, “Come with Me” by Holly McGhee)	Personal Social A2
Relationship Skills	Conflict Resolution 	Students will understand what teasing is and why people tease	Hot Cold Cool (program) “Be Cool” Cross-gender friendships “Tease Monster” by Julia Cook	Personal Social A1
Relationship Skills Self-Management	Conflict Resolution	Students will develop strategies to respond to teasing and conflict	Difference between assertive, aggressive & passive Making a joke (skill)	Personal Social B1

			Read Alouds (ex. “Bootsie Barker Bites”, “Mean Jean the Recess Queen”, “One”)	
Relationship Skills	Friendship Skills 	Students will understand the difference between tattling and telling and how that connects to good friendship	What a friend does and doesn’t do Read aloud “How to Lose all of your Friends” Students write their own book about how to make friends/be a friend	Personal Social A2
Social Awareness	Community Citizenship	Students will understand the power and importance of kindness	Filling a bucket Pay it forward Giving & Receiving compliments “Kindness is cooler” The Great Kindness Challenge	Personal Social A1
Self-Management	Emotional Self-Regulation 	Students will learn/revisit skills and strategies to recognize and control emotional reactions	Thermometers Zones of Regulation Read alouds (ex. “Zach gets frustrated”, “Awesome and in control”)	Personal Social B1
Self Awareness Responsible Decision Making	Self Care Personal Safety 	Students will know how to care for/protect their bodies and make positive choices	Refusal skills Personal safety Healthy decision making Read aloud “My Body Belongs to Me”	Personal Social C1
Social Awareness	Career Awareness	Students will be able to understand how what they learn in school can apply to future interests and goals	How interests connect with professions - why do we learn what we learn? SMART Goal-setting model	Career C1 C2
Self Awareness Social Awareness	Transitions	Students will understand what the transition cycle looks like and how to say goodbye	Read alouds (ex “Maggie Doesn’t Want to Move”, “Yay You”, “Katie and the Puppy Next Door”)	Global Perspective E1 E2

GRADE 1 CORE COUNSELING CURRICULUM SEQUENCE

CASEL Competency	Topic	Essential Question	Lesson Ideas/Resources (Work in Progress do not need to comment at this time but you can add resources!)	ISCA Standard/Domains Addressed
	Introductions/Identity	Know who the counselor is and what the counselor does	School Counselor “Cards” activity Referral process Read aloud	Personal Social C1
Social Awareness Self Awareness	Community Identity	Students will understand their role in the community, what they bring to the community, and why cooperation will be important as the year goes forward.	How do you share your strengths? How is a positive mindset going to be helpful this year?	Personal Social A1
Social Awareness	Empathy 	Students will continue to recognize the feelings of others and be able to identify ways to respond to the feelings of others.	“How are you feeling today” by Molly Potter Mirror me - emotional expression	Personal Social A2
Responsible Decision Making Self Awareness	Respect Communication	Students will understand how to communicate in respectful ways with classmates and adults.		Personal Social A2
Relationship Skills	Conflict Resolution 	Students will learn how to use “I-messages” as a means of communicating when problems arise.	Puppet play	Personal Social B1
Relationship Skills Self-Management	Conflict Resolution 	Students will review examples of “good choices” vs. “bad choices” and how to think before making a choice.	Role play Calm down strategies	Personal Social B1 Academic A3
Relationship Skills	Friendship Skills	Students will understand the difference	What a friend does and doesn’t do	Personal Social

		between tattling and telling and how that connects to good friendship	Read aloud “How to Lose all of your Friends” Students write their own book about how to make friends/be a friend “Tattle Tongue” “Power of One” video	A2
Self-Awareness Responsible Decision-Making	Self-Care 	Students will explore what it means to live a healthy life, including how to care for their bodies and what to avoid in terms of optimal self-care as well. <i>Note: This may be co-taught with a classroom teacher if already part of curriculum or taught by a nurse of other school member depending on school curriculum/structure)</i>	Introduction to harmful substances (medicine should only be used as instructed by a doctor, healthy snacks, colorful plate, etc.) Red Ribbon week	Personal Social C1
Self-Management	Emotional Self-Regulation 	Students will learn/revisit skills and strategies that are helpful in calming down/controlling strong emotional responses.	Mindfulness strategies. Class dojo	Personal Social A1 Global Perspective D1
Self Awareness Responsible Decision Making	Self Care Personal Safety 	Students will understand the idea of personal space.	Personal safety Read aloud “My Body Belongs to Me”	Personal Social C1
Relationship Skills Responsible Decision-Making	Self Care Personal Safety Friendship Skills 	Students will understand situations in which it is okay to say “no” and begin to understand different refusal skills and their importance.	Refusal skills	Personal Social C1
Self Awareness Social Awareness	Transitions	Students will understand what the transition cycle looks like and how to say goodbye	Read alouds (ex “Maggie Doesn’t Want to Move”, “Yay You”, “Katie and the Puppy Next Door” Letter to next year teacher and goodbye letter to current teacher	Global Perspective E1 E2

KINDERGARTEN CORE COUNSELING CURRICULUM SEQUENCE

CASEL Competency	Topic	Essential Question	Lesson Ideas/Resources (Work in Progress do not need to comment at this time but you can add resources!)	ISCA Standard/Domains Addressed
	Introductions/Identity	Know who the counselor is and what the counselor does	Group expectations of behavior Importance of good manners/listening	Personal Social C1
Self-Management Self-Awareness	Emotional Self-Regulation	Students will continue to develop their emotional awareness and know how to respond to negative feelings	Feeling left out Knowing your feelings What to do when you feel hurt/jealous/frustrated/angry “Invisible Boy” Calm chair Feeling check-in’s	Personal Social A1
Relationship Skills	Friendship Skills 	Students will review tools for making friends and engaging in positive play with peers	Helpful communication (tone/words/face/body language) Showing affection appropriately Social filter Role plays Zones of Regulation/Conscious Discipline language & tools	Personal Social A2
Self-Management Relationship Skills	Conflict Resolution Problem-Solving Skills 	Students will have strategies to gain self-control and perspective when faced with challenging situations	Dealing with teasing Fairness Solving a problem Accepting consequences Wanting to be first Accepting “no” Dealing with losing How big is the problem? Kelso’s choices/Conscious discipline tools	Personal Social B1
Self Awareness	Stress Management	Students will understand the importance of	Breath	Personal Social

Self Management	Self Care 	relaxation as a way to address stressful moments and be able to name at least two calming strategies	Relaxation strategies Go Noodle “I can calm” CD Smiling mind Guided imagery	B1
Responsible decision-making Self Awareness	Decision-Making Skills 	Students will continue to develop skills in perseverance and positive thinking	Dealing with mistakes Feeling proud while remaining kind	Personal Social A1
Social Awareness	Self Care Personal Safety 	Students will be able to differentiate between “safe touch” and “unsafe touch”	Personal space Strangers	Personal Social C1
Relationship skills	Conflict resolution 	Students will be introduced to the difference between tattling and telling	Knowing when to tell Tattling Deciding what to do “Don’t Squeal if it’s Not a Big Deal”	Personal Social A2
Self-Management Social Awareness	Self Care Personal Safety 	Students will know basic personal information about themselves and their families and what to do if they ever are in a dangerous situation	What to do if you get lost Basic information: Name/address/parent names	Personal Social C1
Social Awareness	Citizenship 	Students will value the importance of kindness and compassion for self and others	Taking care of me/liking me Generosity	Personal Social A2

PRE-KINDERGARTEN (age 4-5) CORE COUNSELING CURRICULUM SEQUENCE

CASEL Competency	Topic	Essential Question	Lesson Ideas/Resources (Work in Progress do not need to comment at this time but you can add resources!)	ISCA Standard/Domains Addressed
	Introductions/Identity	Know who the counselor is and what the counselor does		Personal Social C1
Self Management Responsible Decision Making	Community Citizenship	Students will learn how to follow 1-2 step directions and demonstrate good listening skills	Asking questions Interrupting	Academic A2
Self Management Self Awareness	Mindset/Perseverance 	Students will understand when and how to use their best effort to continue when mistakes are made.	Brave talk Rewarding yourself/evaluating yourself (not all praise is external) “Not the Quitting Kind” Steps to calming Growth mindset/power of “yet”	Academic A2 Personal Social B1
Relationship Skills	Friendship Skills 	Students will be able to join and participate with others in social/play settings <i>Note: this is likely to require more than one lesson or co-teaching with classroom teachers.</i>	Greeting others Kind/Helpful behavior review Joining in Waiting your turn Sharing Asking someone to play Playing a game	Personal Social A2
Relationship Skills	Friendship Skills 	Students will learn about making friends and engaging in positive play with peers		Personal Social A2
Relationship Skills	Conflict Resolution Emotional Self-Regulation	Students will begin to learn strategies to address problems that may arise when playing with friends	Ignoring Assertiveness Skills Walk away	Personal Social B1

			Tell an adult	
Social Awareness Self Awareness	Emotional Self- Regulation	Students will continue to expand on their feelings vocabulary and learn about non-verbal communication (beginning to recognize the emotions in others)	Reading others Feeling words	Personal Social A2
Self Awareness Self Management	Self-Care Emotional Self- Regulation 	Students will learn about the breath and the importance of calming strategies	Mindfulness - introducing the breath Mind jars Brain book - guided imagery	Personal Social B1
Self Awareness Responsible Decision-Making	Self Care 	Students will learn about basic refusal skills and when it is okay to say “no”	“My Body Belongs to Me” Anatomical vocab	Personal Social C1
Social Awareness	Diversity/Tolerance Respect	Students will learn how different members of the community contribute to the group as a whole	Being capable Using manners/polite talk	Personal Social A2 Global Perspective C2

PRESCHOOL (age 3-4) CORE COUNSELING CURRICULUM SEQUENCE

CASEL Competency	Topic	Essential Question	Lesson Ideas/Resources (Work in Progress do not need to comment at this time but you can add resources!)	ISCA Standard/Domains Addressed
	Introductions/Identity	Know who the counselor is and what the counselor does		Personal Social C1
Self Awareness Social Awareness	Community/Respect	Students will learn about whole body listening skills.	“Listening Larry at School” Michael Dahl book series Second Step program resources	Academic A2 Personal Social A2
Relationship skills	Friendship Skills Conflict Resolution 	Students will understand the importance of positive communication and will be able to differentiate between helpful (nice) words and hurtful words	Words are for helping not hurting Kind words Second Step resources - inviting to play	Personal Social A1
Relationship skills Self Management	Friendship Skills Conflict Resolution 	Students will gain awareness of their bodies and how to use their bodies in helpful ways rather than hurtful ways	High-fives, pats on the back, hugs are safe touches/hitting, kicking and biting are unsafe. Second Step Calming 3 steps “I can calm” breaths	Personal Social C1
Self Awareness	Self Care 	Students will learn how to advocate for themselves when in need by asking for help	Howard B. Wigglebottom books Identifying the “size” of the problem.	Personal Social C1
Relationship Skills	Friendship Skills	Students will demonstrate positive prosocial behaviors with a specific focus on taking turns and saying thank you		Personal Social A2

Self Management Self Awareness	Emotional Self- Regulation	Students will begin to explore different words to express emotions/feelings	Intro to emotions vocabulary Name/label feelings in themselves and other (ex: characters in a story)	Personal Social A1
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PILOT

Personal, Social, Emotional Curriculum

PSE Strand: Identity

An understanding of our own beliefs, values, attitudes, experiences and feelings and how they shape us; the impact of cultural influences; the recognition of strengths, limitations and challenges as well as the ability to cope successfully with situations of change and adversity; how the learner's concept of self and feelings of self-worth affect his or her approach to learning and how he or she interacts with others.

EL 3/4 & EL 5 (Phase 1)

Conceptual understandings

Each person is an individual.

As people grow and change they develop new skills, understandings and abilities.

Emotions, attitudes and beliefs influence the way we act.

Positive thoughts help us to develop a positive attitude.

Knowing how we are similar to and different from others helps shape our understanding of self.

Reflecting on our experiences helps us to understand ourselves better.

Developing independence builds self-worth and personal responsibility.

Learning outcomes

Who will support this? How? BLUE: HR RED: SS GREEN: C

Identify themselves in relation to others (for example, family, peers, school class, ethnicity, gender)

Describe how they have grown and changed

Describe some physical and personal characteristics and personal preferences

PSE Strand: Identity

Talk about similarities and differences between themselves and others

Identify their feelings and emotions and explain possible causes

Read-aloud books about feelings, emotions and changes over time

Recognize that others have emotions, feelings and perspectives that may be different from their own

Class discussion following read-aloud books about feelings and emotions

Identify and explore strategies that help them cope with change

Class discussion following read-aloud books about changes over time (ie. positive mindset)

Identify positive thoughts and attitudes in themselves and others

Willingly approach and persevere with new situations

Reflect on their experiences in order to build a deeper understanding of self

Demonstrate a sense of competence with developmentally appropriate daily tasks and seek support to develop independence

Additional topics in PSE (outside of learner outcomes)

School counselor to deliver a child protection curriculum focused on sexual abuse

Personal, Social, Emotional Curriculum

PSE Strand: Interactions

An understanding of how an individual interacts with other people, other living things and the wider world; behaviors, rights and responsibilities of individuals in their relationships with others, communities, society and the world around them; the awareness and understanding of similarities and differences; an appreciation of the environment and an understanding of, and commitment to, humankind’s responsibility as custodians of the Earth for future generations.

EL 3/4 & EL 5 (Phase 1)

Conceptual understandings

Interacting with others can be fun.

Group experiences depend on cooperation of group members.

Ideas and feelings can be communicated with others in a variety of modes.

Our relationships with others contribute to our well-being (for example, parent:child; teacher:student; friend:friend)

Our behavior affects others.

Caring for local environments fosters appreciation.

Learning outcomes

Who will support this? How?
BLUE: HR RED: SS GREEN: C

Enjoy interacting, playing and engaging with others

Take turns

Listen respectfully to others

Share their own relevant ideas and feelings in an appropriate manner

Ask questions

PSE Strand: Interactions

Celebrate the accomplishments of others

Reach out for help when it is needed for themselves or others

Safety steps if touched inappropriately or if someone else was touched inappropriately (must always tell a trusted adult)

Identify when their actions have impacted on others

Class discussion about unsafe touch

Talk about their interactions with the environment.

Additional topics in PSE (outside of learner outcomes)

Personal, Social, Emotional Curriculum

PSE Strand: Interactions

An understanding of how an individual interacts with other people, other living things and the wider world; behaviors, rights and responsibilities of individuals in their relationships with others, communities, society and the world around them; the awareness and understanding of similarities and differences; an appreciation of the environment and an understanding of, and commitment to, humankind's responsibility as custodians of the Earth for future generations.

Grade 1-2 (Phase 2)

Conceptual understandings

Participation in a group can require group members to take on different roles and responsibilities.

There are norms of behavior that guide the interactions within different groups, and people adapt to these norms.

Accepting others into a group builds open-mindedness.

Relationships require nurturing.

Our actions towards others influence their actions towards us.

Responsible citizenship involves conservation and preservation of the local environment.

Learning outcomes

Who will support this? How? BLUE: HR RED: SS GREEN: C

Value interacting, playing and learning with others

Discuss and set goals for group interactions

Cooperate with others

Ask questions and express wonderings

Recognize the different group roles and responsibilities

PSE Strand: Interactions

Assume responsibility for a role in a group	
Celebrate the accomplishment of the group	
Share ideas clearly and confidently	
Seek adult support in situations of conflict	<ul style="list-style-type: none"> • Class lesson about conflict resolution (I-statements) • Mediations between students • Safety steps (CP curriculum) which include talking to a trusted adult when abused
Reflect on the process of achievement and value the achievements of others	
Understand the impact of their actions on each other and the environment	
Additional topics in PSE (outside of learner outcomes)	
Counselor leads class discussions/read-alouds focused on building a climate of kindness	
Counselor to initiate group counseling based on various topics (divorce, grief, social skills, etc.)	

Personal, Social, Emotional Curriculum

PSE Strand: Interactions

An understanding of how an individual interacts with other people, other living things and the wider world; behaviors, rights and responsibilities of individuals in their relationships with others, communities, society and the world around them; the awareness and understanding of similarities and differences; an appreciation of the environment and an understanding of, and commitment to, humankind’s responsibility as custodians of the Earth for future generations.

Grade 3-4 (Phase 3)

Conceptual understandings

A plan of action is a necessary strategy for a group to achieve its goal.

An effective group capitalizes on the strengths of its individual members.

Healthy relationships are supported by the development and demonstration of constructive attitudes such as respect, empathy and compassion.

Behavior can be modified by applying deliberate strategies.

Communities and societies have their own norms, rules and regulations.

Communities and their citizens have a collective responsibility to care for local and global environments.

Learning outcomes

Who will support this? How?
BLUE: HR RED: SS GREEN: C

Recognize that committing to shared goals in group situations improves individual and shared experiences and outcomes

Identify individual strengths that can contribute to shared goals

Develop a shared plan of action for group work that incorporates each individual’s experiences and strengths

Adopt a variety of roles for the needs of the group, for example, leader, presenter

PSE Strand: Interactions

Discuss ideas and ask questions to clarify meaning

Reflect on the perspectives and ideas of others

Apply different strategies when attempting to resolve conflict

- **Class lesson about conflict resolution (I-statements)**
- **Mediations between students**
- **Safety steps (CP curriculum) which include talking to a trusted adult when abused**

Reflect on shared and collaborate performance

Additional topics in PSE (outside of learner outcomes)

Counselor leads class discussions/read-alouds focused on building a climate of kindness

Counselor to initiate group counseling based on various topics (divorce, grief, social skills, etc.)

Personal, Social, Emotional Curriculum

PSE Strand: Interactions

An understanding of how an individual interacts with other people, other living things and the wider world; behaviors, rights and responsibilities of individuals in their relationships with others, communities, society and the world around them; the awareness and understanding of similarities and differences; an appreciation of the environment and an understanding of, and commitment to, humankind’s responsibility as custodians of the Earth for future generations.

Grade 5 (Phase 4)

Conceptual understandings

An effective group can accomplish more than a set of individuals.

An individual can experience both intrinsic satisfaction and personal growth from interactions.

Individuals can extend and challenge their current understanding by engaging with the ideas and perspectives of others.

People are interdependent with, and have a custodial responsibility towards, the environment in which they live.

People have a responsibility to repair and restore relationships and environments where harm has taken place.

Learning outcomes

Who will support this? How?
BLUE: HR RED: SS GREEN: C

Reflect critically on the effectiveness of the group during and at the end of the process

Build on previous experiences to improve group performance

Support groups during exhibition

Independently use different strategies to resolve conflict

Class lesson about conflict resolution (I-statements)

Work towards a consensus, understanding the need to negotiate and compromise

PSE Strand: Interactions

Take action to support reparation in relationships and in the environment when harm has been done

- **Mediations between students**
- **Class discussions/read-alouds focused on building a climate of kindness**

Additional topics in PSE (outside of learner outcomes)