

Grade K-2 Guidance Curriculum	
Course Title: Physical Education	
Grade K-2 Matrix	Quick Link
Philosophy	Quick Link
Unit: Personal/ Social Development	Quick Link
Unit: Academic Development	Quick Link
Unit: Career Development	Quick Link
Appendix: Career Ready Practices	Quick Link

Grade K-2 Guidance Curriculum Matrix		
(Note: Curriculum Matrix based on 180 instructional days; instructional days include assessments.)		
	Units	Instructional Days
4 Marking Periods	Unit: Personal/Social Development	Ongoing
4 Marking Periods	Unit: Academic Development	Ongoing
4 Marking Periods	Unit: Career Development	Ongoing

Philosophy
<p>The students occupying our classrooms today are a diverse group, the offspring of an array of familial and cultural backgrounds. They arrive at school with diverse levels of social and emotional maturity. Their experiences and learning needs vary greatly. They reflect a range of levels in academic readiness and interest. Although very different in many respects, each and every child possesses the potential to be a valuable asset to society and should strive for self- fulfillment to better themselves and the world around them. To meet and serve their needs, a guidance program must be designed to address their developmental issues throughout the elementary and middle school years. The guidance program must provide skills and experiences that will enhance their learning and provide support for the community from which they have arrived. A sound developmental guidance program seeks to recognize and address the uniqueness of the individual learner in the school setting. It strives to assist students through a series of changes as they learn, grow and move positively towards self-enhancement. It allows for the successful progression to a higher academic level and prepares students for coping with life tasks and demands.</p>

A developmental guidance program for the elementary school years combines the most positive aspects of prevention, intervention and remediation strategies while attending to the immediate cognitive, social and emotional needs of the student. In our quests for success, conflicts develop as our needs and desires clash with those of others and the environment in which we live. As children grow, they are faced with many changes, choices and pressures. This program reaches out to guide them through the tumultuous years from childhood to adolescence and into their teens. It teaches them to make choices, which will lead to positive outcomes. The guidance curriculum is based on the developmental stages, tasks, skills and experiences of the child and adolescent. The goals and objectives of such a program support units of study to promote effective understanding, skill development and formation of a positive, realistic self-concept through experience and education for all the student population. Using an organized and sequential curriculum, information and services are delivered in a flexible and supportive manner. As an integrated part of the total education process, a developmental guidance program involves all school personnel reaching out and helping all students to learn more effectively and efficiently. Open communication with parents, teachers, other staff members and administrators helps build the ties that form a bond between the students and the school. Under the leadership of trained, professional school counselor’s continuous services and interventions are provided for all students.

The guidance and counseling program for the Florham Park schools offers services to all students using a variety of experiences and activities. Guidance counselors meet with students individually or in small groups. School wide guidance lessons and activities are also provided through assemblies and Briarwood events. Consultation with the teachers to offer strategies and lesson ideas for class instruction is also offered. The principal, teachers, Intervention and Referral Services, and parents can refer the students to the guidance counselor if need arises. The guidance program is developmentally based and uses a proactive approach for concerns of a social, emotional, or academic nature. Large group guidance lessons are based on the district guidance curriculum which addresses the general needs of young children through units of study to include: personal/social development, academic development, and career development. The guidance and counseling program provides support to the school community. Counselors regularly confer with the Child Study Team, teaching teams and individual teachers. Counselors participate in conferences with teachers and parents, publish articles for the PTA News Notes, present information to families on important topics such as standardized testing, study skills and parenting strategies. The guidance counselors are liaisons between community groups and the schools. The guidance and counseling program provides information on community services and programs that benefit all students and families.

Unit: Personal/Social Development	Grade: K-2
Unit Summary	
<p>The Guidance and Counseling Program focuses on the development of each student by providing a foundation for personal and social growth. Personal and social development includes the acquisition of skills, attitudes and knowledge which help students understand and respect self and others; the development of good character; effective interpersonal skills; understanding of safety and survival skills, and becoming contributing members of our society.</p>	
Unit Rationale	
<p>The purpose of this unit is to provide the students with the foundation for personal and social growth. Personal and social development includes the acquisition of skills, attitudes and knowledge which help students understand and respect self and others; the development of good character; effective interpersonal skills; understanding of safety and survival skills, and becoming contributing members of our society.</p>	
NJ Student Learning Standards	
Standards	

<p>National Standards for School Counseling Programs New Jersey State Standards-Cross Content Work Place Readiness Primary interdisciplinary connections: Personal/Social Development can be applied to all the subject areas including: English Language Arts, Mathematics, Science, Health, Social Studies, Physical Education, Music, Media Literacy, and Art. 21st century themes: See Career Ready Practices Appendix</p>	
CPI#	Cumulative Progress Indicator National Standards for School Counseling Programs Personal/Social Development
Standard A	Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.
Standard B	Students will make decisions, set goals, and take necessary action to achieve goals.
Standard C	Students will understand safety survival skills.
<p>Career Ready Practices: CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.</p>	
Enduring Understandings/Goals	Essential Questions
<p>Students will understand that...</p> <ul style="list-style-type: none"> ● What skills are necessary to form and enhance interpersonal skills? ● What are the necessary steps in achieving goals? ● Identify safety survival skills <p>Unit Learning Targets <i>Students will...</i></p> <ul style="list-style-type: none"> ● Recognize their unique abilities. ● Recognize that it is acceptable to experience and express a wide range of feelings. ● Able to label feelings and recognize them in others. 	<ul style="list-style-type: none"> ● Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others. ● Students will make decisions, set goals, and take necessary actions to achieve goals ● Students will understand safety survival skills

<ul style="list-style-type: none">● Realize that feelings influence decisions and effect actions.● Become aware of their own qualities which they would like to build upon and those they would like to change.● Learn appropriate and constructive ways of expressing feelings.● Develop a positive, realistic self concept.● Recognize that one's own words and actions affect how others feel.● Learn that feelings, goals, and behavior are interrelated.● Develop strategies for coping with conflict, stress, and emotions.● Develop the understanding that one can make a mistake and still be a competent person.● Demonstrate the ability to recognize and resist negative peer or group pressure.● Understand what it means to be a friend.● Recognize how personal behavior affects group dynamics.● Learn methods for handling hurtful behavior.● Recognize the benefits of being kind to others.● Recognize individual rights.● Define the meaning of conflict.● Resolve problems that arise while working in groups.● Demonstrate responsible behaviors that support personal safety, well being, and compliance with the Florham Park Code of Conduct as specified in the Code of Conduct.● Understand that each individual is responsible for their own actions.● Identify factors that influence personal decisions.● Apply critical thinking skills to analyze and evaluate potential solutions to interpersonal problems.● Predict the positive and negative effects of how conflicts are handled.● Become aware of emotions and thoughts that impair	
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<p>their ability and/or willingness to resolve conflicts peacefully.</p> <ul style="list-style-type: none">● Make choices which lead to positive experiences.● Learn to take others into consideration when making choices.● Learn how insensitive behavior affects its victims.● Admit when they are wrong and make amends.● Assume personal responsibility for respecting differing opinions and working cooperatively with others.● Recognize the personal needs and worth of all human beings.● Communicate thoughts, feelings, and needs in a positive manner.● Demonstrate effective communication skills by actively listening and responding appropriately.● Understand how others feel and communicate with sensitivity.● Understand the importance of voice tone and body language.● Demonstrate how to communicate positively in a conflict situation.	
Lesson	Teaching Points

<p>Lesson 1: Personal Growth (10 Days)</p>	<p>Goals/ Objectives</p>	<p>Learning Activities/ Instructional Strategies</p>
	<p>Students:</p> <ul style="list-style-type: none"> ● Describe how children are alike and how they are different. ● Explain that all human beings have basic needs including food, water, sleep, shelter clothing, and love ● Examine how personal assets and protective factors support healthy social and emotional development ● Identify appropriate ways for children to show affection and caring ● Recognize and build upon personal strengths ● Recognize personal likes and dislikes ● Explain and demonstrate ways to cope with rejection, loss, and separation 	<p><i>Lesson Sequence:</i></p> <ul style="list-style-type: none"> ● Activities: ● All About Me posters Star of the Week Around the World Pick me sticks ● Class Jobs ● Math: graphing ● Social Studies: Cultures ● Needs vs. Wants ● Language Arts-leveled readers ● Physical Education & recess- all activities

Lesson 2: Feelings (10 lessons)	Goals/ Objectives	Learning Activities/ Instructional Strategies
	Students: <ul style="list-style-type: none">● Recognize and list various emotions● Describe and demonstrate appropriate ways to express both verbally and non verbally● recognize symptoms of anger and identify appropriate ways to deal with them● define and demonstrate sympathy and empathy● recognize symptoms of anxiety and demonstrate healthy ways to handle them● explain when and how to seek help when feeling sad or scared	Lesson Sequence <ol style="list-style-type: none">1. Activities2. Feelings Bingo3. Feelings Flashcards4. Role Play

Lesson 3: Friendship (10 Lessons)	Goals/ Objectives	Learning Activities/ Instructional Strategies
	Students: <ul style="list-style-type: none"> ● describe how children are alike and different and recognize each person as unique and special ● define friendship and describe characteristics of a friend ● describe appropriate ways to show affection and caring ● develop positive social skills to interact with others. ● differentiate between telling and tattling 	Lesson Sequence <ol style="list-style-type: none"> 1. Welcome Wagon 2. Discuss how making friends can be difficult in a new school or neighborhood. Have students brainstorm ways to introduce themselves to new kids and make new friends. Volunteers can mime what they say to new kids and how they introduce themselves. Then have students brainstorm and practice ways to meet and start conversations with new people. Having students feel accustomed to introducing themselves to new people will help them feel empowered to meet new people. 3. To extend the activity, have your class start a welcoming committee to greet new students and kids that move to their neighborhood. Designate students to give new students tours of the school and the neighborhood and have other students introduce new people to different clubs and sports teams. Your students can also make up a directory of phone numbers and e-mail addresses of students and make a map of the area or school to hand out to new students. 4. A Matter of Mediation 5. Begin a peer mediation program in your class or school. Teach your students different ways to resolve problems between people and discuss scenarios that may come up in the course of the school year. Have students explain how they would solve these problems. Explain that peer mediators should listen to the people involved in an argument and not pass any judgments on who is right and who is wrong. Sometimes having each party write down or say their feelings and problems helps start a conversation. Have students brainstorm other ways friends can

		<p>communicate with each other when they have problems</p> <ol style="list-style-type: none">6. Compliment Chain7. At times tattling and fighting between students can cause unrest in the classroom. One good way to counteract this, and to teach children the power of treating each other well, is to challenge students to share compliments about each other, rather than insults. Discuss what a compliment is with your class. Have students share how it feels to give and receive a compliment. After recess or another social activity, have students share any compliments they have received. Each compliment can be written on a strip of paper and stapled into a circle to form a link on a paper chain. Hang the chain in the classroom. When the chain reaches the opposite side of the room, the class can have a compliment celebration!
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<p>Lesson 4: Character Education (10 Lessons)</p>	<p>Goals/ Objectives</p>	<p>Learning Activities/ Instructional Strategies</p>
	<p>Students:</p> <ul style="list-style-type: none"> ● demonstrate character traits that are important in day-to-day activities in the home, school, and community (honesty, responsibility, respect, fairness, caring, & citizenship) ● Conduct a cooperative activity or project that addresses a character trait ● identify ethical behaviors in the home, school, and community. ● demonstrate the appropriate use of courtesy words and understand their importance to relationships ● explain a person’s responsibility to obey the laws and rules ● act as a leader and a follower ● participate in a class or school service activity and explain how volunteering enhances self esteem ● explain that a person’s character and values are reflected in the way the person thinks, feels, & acts 	<ul style="list-style-type: none"> ● Discussion ● Think, Pair, Share Activities ● Role Play ● Classroom Rules ● Service learning projects ● --Bucket Fillers- http://pinterest.com/sharon2nd/bucket-filler-ideas/ ● Student of the Month Program -Compliment links ● behavior charts ● Classroom jobs

<p>Lesson 5: Diversity (10 Lessons)</p>	<p>Goals/ Objectives</p>	<p>Learning Activities/ Instructional Strategies</p>
	<p>Students:</p> <ul style="list-style-type: none"> ● Describe how children are alike and how they are different ● demonstrate respect for varying ideas and opinions ● identify different kinds of families and explain that families may differ for many reasons ● explain that all family members have certain rights and responsibilities that contribute to the successful functioning of the family ● explain that families experiencing a change or crisis can get the help if they need it ● explore basic concepts of diversity, tolerance, fairness, and respect for others ● explain why it is important to understand diverse people, cultures, and ideas ● develop skills for accepting self and others through awareness of different cultures 	<p><i>Lesson Sequence:</i></p> <ul style="list-style-type: none"> ● Activities: ● Star of the Week; All About Me ● Social Studies: ● Holidays & Culture Studies Martin Luther King Jr. Black History Month Women’s History Month

<p>Lesson 6: Conflict Resolution (10 Lessons)</p>	Goals/ Objectives	Learning Activities/ Instructional Strategies
	<p>Students:</p> <ul style="list-style-type: none"> ● identify the possible causes, of conflict and discuss appropriate ways to prevent and solve conflicts ● describe and demonstrate strategies to prevent, reduce, or mediate conflict ● recognize and define a problem ● plan and follow steps to make choices and decisions -demonstrate steps to deal with stress and conflict ● select and use language appropriate to the situation ● practice steps for effective conflict resolution 	<p>Lesson Sequence:</p> <ul style="list-style-type: none"> ● Activities: ● Role Play ● Angry Birds http://www.elementaryschoolcounseling.org/sg-anger-management.html ● Conflict Resolution and Peer Mediation Volume II ● Lesson 1: Making Choices -Lesson 2: Dealing With Feelings ● Lesson 3: Reflective Listening With Conflicts ● Lesson 4: Building Self Esteem ● Lesson 5: Exploring the Issue of Stereotypes ● Lesson 6: Stereotypes ● Lesson 7: Honor Each Other Part I -Lesson 8: Honor Each Other Part II -Peer Mediation Lessons Included

<p>Lesson 7: Anti-Bullying (10 Days)</p>	<p>Goals/ Objectives</p>	<p>Learning Activities/ Instructional Strategies</p>
	<p>Students:</p> <ul style="list-style-type: none"> ● recognize various emotions and demonstrate sympathy and empathy ● describe and demonstrate appropriate ways to express needs, wants, and emotions ● identify the possible causes of conflict and discuss appropriate ways to prevent and resolve conflicts ● explain and demonstrate when and how to seek help when feeling scared, sad, lonely, or bullied ● select and use language appropriate to the situation including learning and practicing using positive self talk ● discuss and understand that singling someone out for deliberate and repeated harassment is bullying ● understand the various forms of bullying: verbal, physical, social/emotional -recognize that in a bullying situation there are 3 roles: the aggressor, the target, and the bystander -understand the important role of the bystander in addressing bullying ● practice steps for effective conflict resolution and strategies for preventing bullying in the school ● recognize and practice responsible social and ethical behaviors when using technology, and understand the rewards and risks of the internet ● practice appropriate internet etiquette ● discuss and understand gang awareness and the importance of when and how to use refusal skills in safety situations 	<p>Lesson Sequence:</p> <ol style="list-style-type: none"> 1. Using an example of a bullying situation have the kids role play or use puppets to act out effective ways to handle those situations. 2. Have each child write down a bullying situation on a piece of paper. For younger children, list different situations on the board. Discuss ways to handle the situations without fighting. Have the kids role play or use puppets to act out these situations. 3. Have the children create a mural showing various situations at school where bullying takes place. Have them draw cartoon word balloons or thought balloons showing what the characters would be saying or thinking if they were handling those situations effectively. 4. Read aloud stories where bullying behavior is demonstrated and discuss how the characters handle the situation. Decide how the story would be changed if the situation were handled differently. 5. Select some students to act as "roving reporters". During recess, lunch or another selected period of time, have them observe, record, and tabulate how many different situations, dialogues, or actions demonstrated bullying behaviors. Have them report to the class and then discuss the results. 6. Have a brainstorming session to come up with ideas for how to prevent bullying behavior at your school. Put these ideas into a booklet and pass it out to the other students.

Lesson 8: Personal Safety (10 Lessons)	Goals/ Objectives	Learning Activities/ Instructional Strategies
	<p>Students:</p> <ul style="list-style-type: none"> ● discuss and understand that singling someone out for deliberate and repeated harassment is bullying ● understand the various forms of bullying: verbal, physical, social/emotional -recognize that in a bullying situation there are 3 roles: the aggressor, the target, and the bystander -understand the important role of the bystander in addressing bullying ● practice steps for effective conflict resolution and strategies for preventing bullying in the school ● recognize and practice responsible social and ethical behaviors when using technology, and understand the rewards and risks of the internet ● practice appropriate internet etiquette ● discuss and understand gang awareness and the importance of when and how to use refusal skills in safety situations 	<ul style="list-style-type: none"> ● Discussion ● Think, Pair, Share Activities ● Role Play ● Classroom Rules ● Service learning projects ● --Bucket Fillers- http://pinterest.com/sharon2nd/bucket-filler-ideas/ ● Student of the Month Program -Compliment links ● behavior charts ● Classroom jobs
Skills (Students will be able to...)		
<ul style="list-style-type: none"> ● Critical Thinking and Problem Solving ● Communication and Collaboration ● Life and Career Skill 		

Evidence of Learning (Assessments)	Accommodations and Modifications
<p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Teacher observation 	<p>Special Education:</p>

<ul style="list-style-type: none"> • Role Play • Discussion • Peer interactions with one another Behavior charts • Rubrics 	<ul style="list-style-type: none"> • Curricular Modifications and Guidance for Students Educated in Special Class Settings • Subgroup Accommodations and Modifications • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)
<p>Summative Assessments:</p>	<p>Differentiation: All games can be modified according to individual needs</p>
<ul style="list-style-type: none"> • The students will establish positive social skills and form friendships with their classmates. • The students will practice decision-making skills to set goals and accomplish them afterwards. • The students will practice safety survival skills 	<ul style="list-style-type: none"> • <i>Preview content and concepts</i> • <i>Behavior management plan</i> • <i>Highlight text</i> • <i>Small group setting</i>
<p>Benchmark Assessments:</p>	<p>High-Prep Differentiation:</p>
<ul style="list-style-type: none"> • Teachers College Running Records • Pre/Post-On-Demand Assessment • Learning Progressions 	<ul style="list-style-type: none"> • <i>Alternative formative and summative assessments</i> • <i>Personal agendas</i> • <i>Project-based learning</i> • <i>Problem-based learning</i> • <i>Stations/centers</i> • <i>Tiered activities/assignments</i> • <i>Varying organizers for instructions</i>
<p>Alternative Assessments:</p>	<p>Low-Prep Differentiation:</p>
<ul style="list-style-type: none"> • TC Running Records (Spanish) 	<ul style="list-style-type: none"> • <i>Clubbing activities</i> • <i>Exploration by interest</i> • <i>Flexible groupings</i>
	<p>English Language Learners:</p>
	<ul style="list-style-type: none"> • Subgroup Accommodations and Modifications • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)
	<p>Students at Risk for Failure:</p>
	<ul style="list-style-type: none"> • Subgroup Accommodations and Modifications • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)
	<p>Gifted and Talented:</p>
	<ul style="list-style-type: none"> • Subgroup Accommodations and Modifications • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)

	<p>Students with 504 Plans:</p> <ul style="list-style-type: none"> • Subgroup Accommodations and Modifications • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)
<p>Core Instructional and Supplemental Materials Professional Resources:</p>	<p>Core Instructional, Supplemental, Instructional, and Intervention Resources:</p>
<p>Core Professional Resources:</p> <ul style="list-style-type: none"> • http://www.state.nj.us/education/students/safety/behavior/hib/ • http://charactercounts.org/# • http://www.goodcharacter.com/EStopics.html • http://www.brainpop.com/educators/community/bp-jr-topic/friends/ <p>Supplemental Professional Resources:</p> <ul style="list-style-type: none"> • Lesson Reflection 	<p>Core Instructional Resources:</p> <ul style="list-style-type: none"> • http://www.goodcharacter.com/EStopics.html • http://charactercounts.org/lesson-plans/# • http://www.goodcharacter.com/YCC/ResolvingConflicts.html • Journeys Reading Series • Social Studies text (1st and 2nd grade) • Health Text (1st and 2nd grade) Weekly Readers • A Bad Case of Stripes; • The Bully from the Black Lagoon; Ben Rides On; • Spaghetti in a Hotdog Bun; • Just Like You; • The Juice Box Bully; • The Recess Queen; • The Bully Blockers Club; • The Little Bully; <p>Supplemental Resources:</p> <ul style="list-style-type: none"> • The King of the Playground; Sneetches; • The Worst Day of My Life Ever!; The Recess Queen; • Enemy Pie; • My Mouth is a Volcano <p>Intervention Resources:</p>

	<ul style="list-style-type: none"> • English Language Learners Day by Day K-6 by Christine M. Celic • LLI Intervention Support
Interdisciplinary Connections	Integration of Technology through NJSLs
<ul style="list-style-type: none"> • Science • Social Studies • Technology • Mathematics • English Language Arts 	<ul style="list-style-type: none"> • Wordle • Digital Books • Wallwisher • Publishing Platforms • Weather Websites
Integration of 21st Century Themes and Skills	Media Literacy Integration
<ul style="list-style-type: none"> • Global Awareness • Financial, Economic, Business, and Entrepreneurial Literacy • Civic Literacy • Health Literacy • Creativity and Innovation • Critical Thinking and Problem Solving • Communication and Collaboration • Information Literacy • Media Literacy • ICT Literacy • Life and Career Skills 	<ul style="list-style-type: none"> • Computer • Publication Software • Projection Software
Career Education	Global Perspective
<ul style="list-style-type: none"> • New Jersey Educational Field Trip • The transformations through the different seasons relate to students' own cultures and their surroundings. • Seasonal celebrations and foods may vary across cultures. 	<ul style="list-style-type: none"> • National Hispanic-Latino Heritage Month • National Disability Employment Awareness Month • National American Indian Heritage Month • Black History Month • National Women's History Month, • National Irish-American Heritage Month • National Italian American Heritage Month • Asian Pacific American Heritage • Older Americans' Month • Jewish American Heritage Month

	<ul style="list-style-type: none"> • Week of Respect • Red Ribbon Week • International Dot Day (September 16)
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Unit: Academic Development	Grade: K-2
<p>Unit Summary The Guidance and Counseling Program focuses on the academic development to support and maximize effective learning. Students learn strategies to achieve success in school, and are taught to understand the relationship of academics to the world of work, life at home, and participation in the community.</p>	
<p>Unit Rationale The purpose of this unit is to support and maximize effective learning. Students learn strategies to achieve success in school, and are taught to understand the relationship of academics to the world of work, life at home, and participation in the community.</p>	
NJ Student Learning Standards	
<p>Standards National Standards for School Counseling Programs New Jersey State Standards-Cross Content Workplace Readiness Primary interdisciplinary connections: Personal/Social Development can be applied to all the subject areas including: English Language Arts, Mathematics, Science, Health, Social Studies, Physical Education, Music, Media Literacy, and Art. 21st century themes: See Career Ready Practices Appendix</p>	
CPI#	Cumulative Progress Indicator National Standards for School Counseling Programs Personal/Social Development
Standard A	Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.
Standard B	Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.
Standard C	Students will understand the relationship of academics to the world of work, and to life at home and in the community.
<p>Career Ready Practices: CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being.</p>	

- CRP4.** Communicate clearly and effectively and with reason.
- CRP5.** Consider the environmental, social and economic impacts of decisions.
- CRP6.** Demonstrate creativity and innovation.
- CRP7.** Employ valid and reliable research strategies.
- CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9.** Model integrity, ethical leadership and effective management.
- CRP10.** Plan education and career paths aligned to personal goals. **CRP11.** Use technology to enhance productivity.
- CRP12.** Work productively in teams while using cultural global competence.

Enduring Understandings/Goals	Essential Questions
<p>Students will understand that...</p> <ul style="list-style-type: none"> ● What is the importance of school? ● Why should I do my best? ● How is school similar to work and home? <p>Unit Learning Targets</p> <p><i>Students will...</i></p> <ul style="list-style-type: none"> ● Recognize their unique abilities. ● Become aware of their own qualities which they would like to build upon and those they would like to change. ● Develop a positive, realistic self concept. ● Learn that feelings, goals, and behavior are interrelated. ● Develop strategies for coping with conflict, stress, and emotions. ● Develop the understanding that one can make a mistake and still be a competent person.. ● Understand that each individual is responsible for their own actions. ● Identify factors that influence personal decisions. ● Make choices which lead to positive experiences. 	<ul style="list-style-type: none"> ● Students will acquire the attitudes, knowledge and skills that contribute effective learning in school and across the life span. ● Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college. ● Students will understand the relationship of academics to the world of work and to life at home and in the community?
Lesson	Teaching Points

<p>Lesson 1: Study Skills (ongoing)</p>	<table border="1"> <thead> <tr> <th data-bbox="495 224 1157 285">Goals/ Objectives</th> <th data-bbox="1157 224 1812 285">Learning Activities/ Instructional Strategies</th> </tr> </thead> <tbody> <tr> <td data-bbox="495 285 1157 764"> <p>Students:</p> <ul style="list-style-type: none"> ● demonstrate effective communication and listening skills ● identify ways to improve listening skills (make eye contact, focus and concentrate, do not interrupt, remove distractions, repeat directions, ask questions to clarify) ● identify how work habits impact the quality of one’s work ● identify positive work habits and attitudes necessary for home, community, and school </td> <td data-bbox="1157 285 1812 764"> <p><i>Lesson Sequence:</i></p> <ul style="list-style-type: none"> ● Activities: ● Listening activities ● Following directions activities ● Strategies: ● Organizational strategies Graphic organizers ● Index cards ● Highlighters ● Bold important terms ● Incentive charts ● Timers ● Homework planner ● Post schedule ● Individual checklist with visuals Student checklist </td> </tr> </tbody> </table>	Goals/ Objectives	Learning Activities/ Instructional Strategies	<p>Students:</p> <ul style="list-style-type: none"> ● demonstrate effective communication and listening skills ● identify ways to improve listening skills (make eye contact, focus and concentrate, do not interrupt, remove distractions, repeat directions, ask questions to clarify) ● identify how work habits impact the quality of one’s work ● identify positive work habits and attitudes necessary for home, community, and school 	<p><i>Lesson Sequence:</i></p> <ul style="list-style-type: none"> ● Activities: ● Listening activities ● Following directions activities ● Strategies: ● Organizational strategies Graphic organizers ● Index cards ● Highlighters ● Bold important terms ● Incentive charts ● Timers ● Homework planner ● Post schedule ● Individual checklist with visuals Student checklist
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<p>Lesson 2: Goal Setting (ongoing)</p>	<table border="1"> <thead> <tr> <th data-bbox="495 833 1157 894">Goals/ Objectives</th> <th data-bbox="1157 833 1812 894">Learning Activities/ Instructional Strategies</th> </tr> </thead> <tbody> <tr> <td data-bbox="495 894 1157 1219"> <p>Students:</p> <ul style="list-style-type: none"> ● plan and follow steps to make choices and decisions ● develop group/individual goals </td> <td data-bbox="1157 894 1812 1219"> <p>Lesson Sequence</p> <ol style="list-style-type: none"> 1. Activities: 2. Cooperative learning activities 3. conduct student conferences 4. provide rubrics to model what the expectations are 5. Strategies: 6. Rubrics 7. student checklists 8. create student portfolios </td> </tr> </tbody> </table>	Goals/ Objectives	Learning Activities/ Instructional Strategies	<p>Students:</p> <ul style="list-style-type: none"> ● plan and follow steps to make choices and decisions ● develop group/individual goals 	<p>Lesson Sequence</p> <ol style="list-style-type: none"> 1. Activities: 2. Cooperative learning activities 3. conduct student conferences 4. provide rubrics to model what the expectations are 5. Strategies: 6. Rubrics 7. student checklists 8. create student portfolios
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<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Teacher observation • Role Play • Discussion • Rubrics • Conferences • Student checklist • Student Portfolios <p>Summative Assessments:</p> <ul style="list-style-type: none"> • Students will set goals according to rubrics, checklists, and conferences. • The outcomes will then be assessed through student portfolios. <p>Benchmark Assessments:</p> <ul style="list-style-type: none"> • Teachers College Running Records • Pre/Post-On-Demand Assessment • Learning Progressions <p>Alternative Assessments:</p> <ul style="list-style-type: none"> • TC Running Records (Spanish) 	<p>Special Education:</p> <ul style="list-style-type: none"> • Curricular Modifications and Guidance for Students Educated in Special Class Settings • Subgroup Accommodations and Modifications • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) <p>Differentiation: All games can be modified according to individual needs</p> <ul style="list-style-type: none"> • <i>Preview content and concepts</i> • <i>Behavior management plan</i> • <i>Highlight text</i> • <i>Small group setting</i> <p>High-Prep Differentiation:</p> <ul style="list-style-type: none"> • <i>Alternative formative and summative assessments</i> • <i>Personal agendas</i> • <i>Project-based learning</i> • <i>Problem-based learning</i> • <i>Stations/centers</i> • <i>Tiered activities/assignments</i> • <i>Varying organizers for instructions</i> <p>Low-Prep Differentiation:</p> <ul style="list-style-type: none"> • <i>Clubbing activities</i> • <i>Exploration by interest</i> • <i>Flexible groupings</i> <p>English Language Learners:</p> <ul style="list-style-type: none"> • Subgroup Accommodations and Modifications • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) <p>Students at Risk for Failure:</p> <ul style="list-style-type: none"> • Subgroup Accommodations and Modifications • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)

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Interdisciplinary Connections	Integration of Technology through NJSLs
<ul style="list-style-type: none"> • Science • Social Studies • Technology • Mathematics • English Language Arts 	<ul style="list-style-type: none"> • Wordle • Digital Books • Wallwisher • Publishing Platforms • Weather Websites
Integration of 21st Century Themes and Skills	Media Literacy Integration
<ul style="list-style-type: none"> • Global Awareness • Financial, Economic, Business, and Entrepreneurial Literacy • Civic Literacy • Health Literacy • Creativity and Innovation • Critical Thinking and Problem Solving • Communication and Collaboration • Information Literacy • Media Literacy • ICT Literacy • Life and Career Skills 	<ul style="list-style-type: none"> • Students can build their academic development through technology in the following ways: reading through e-readers/websites (www.startfall.com) • writing using word processing • viewing learning videos (Brain Pop Jr.) • applying math skills through interactive websites (www.fun4thebrain.com, www.funschool.com) • practicing sight words through (www.abcy.com) etc.
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Unit: Career Development	Grade: K-2
<p>Unit Summary The Guidance and Counseling Program focuses on career awareness and development to provide the foundation for students to make a successful transition from school to work, and from job-to-job across their life span. Career development includes decision-making strategies to achieve future career success and job satisfaction. It also fosters an understanding of the relationship between personal qualities, education and training, and the world of work.</p> <p>Unit Rationale The Guidance and Counseling Program focuses on career awareness and development to provide the foundation for students to make a successful transition from school to work, and from job-to-job across their life span. Career development includes decision-making strategies to achieve future career success and job satisfaction. It also fosters an understanding of the relationship between personal qualities, education and training, and the world of work.</p>	
NJ Student Learning Standards	
<p>Standards National Standards for School Counseling Programs New Jersey State Standards-Cross Content Workplace Readiness Primary interdisciplinary connections: Personal/Social Development can be applied to all the subject areas including: English Language Arts, Mathematics, Science, Health, Social Studies, Physical Education, Music, Media Literacy, and Art. 21st century themes: See Career Ready Practices Appendix</p>	
CPI#	Cumulative Progress Indicator National Standards for School Counseling Programs Personal/Social Development
Standard A	Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.
Standard B	Students will complete school with the academic preparation essential to choose from a

	wide range of substantial postsecondary options, including college.
Standard C	Students will understand the relationship of academics to the world of work, and to life at home and in the community.
<p>Career Ready Practices:</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>	
Enduring Understandings/Goals	Essential Questions
<p>Students will understand that...</p> <ul style="list-style-type: none"> ● What are the steps necessary in making a decision? ● What are some reasons people work? <p>Unit Learning Targets</p> <p><i>Students will...</i></p> <ul style="list-style-type: none"> ● Recognize their unique abilities. ● Realize that feelings influence decisions and effect actions. ● Become aware of their own qualities which they would like to build upon and those they would like to change. ● Develop a positive, realistic self concept. ● Learn that feelings, goals, and behavior are interrelated. ● Develop strategies for coping with conflict, stress, and emotions. ● Develop the understanding that one can make a mistake and still be a competent person. ● Demonstrate the ability to recognize and resist negative peer or group pressure. 	<ul style="list-style-type: none"> ● Students will recognize and define a problem -Students will be introduced to the decision ● making process. Plan and follow steps to make choices and decisions. ● Students will identify and access print and non- print resources that can be used to help solve problems ● Students will demonstrate brainstorming skills -Students will describe various role models and work-related activities in the home, community, and school ● Students will identify reasons people work and how work habits impact the quality of one's work

<ul style="list-style-type: none">● Recognize individual rights.● Resolve problems that arise while working in groups.● Understand that each individual is responsible for their own actions.● Identify factors that influence personal decisions.● Make choices which lead to positive experiences.● Learn to take others into consideration when making choices.● Admit when they are wrong and make amends.● Assume personal responsibility for respecting differing opinions and working cooperatively with others.● Recognize the personal needs and worth of all human beings.● Communicate thoughts, feelings, and needs in a positive manner.● Demonstrate effective communication skills by actively listening and responding appropriately.● Understand how others feel and communicate with sensitivity.● Understand the importance of voice tone and body language.	
Lesson	Teaching Points

<p>Lesson 1: Decision Making (ongoing)</p>	<table border="1"> <thead> <tr> <th data-bbox="499 228 1150 289">Goals/ Objectives</th> </tr> </thead> <tbody> <tr> <td data-bbox="499 293 1150 597"> <p>Students:</p> <ul style="list-style-type: none"> ● recognize and define a problem ● be introduced to the decision making process. Plan and follow steps to make choices and decisions. ● identify and access print and non-print resources that can be used to help solve problems ● demonstrate brainstorming skills ● discuss how parents peers, and the media influences decisions </td> </tr> </tbody> </table>	Goals/ Objectives	<p>Students:</p> <ul style="list-style-type: none"> ● recognize and define a problem ● be introduced to the decision making process. Plan and follow steps to make choices and decisions. ● identify and access print and non-print resources that can be used to help solve problems ● demonstrate brainstorming skills ● discuss how parents peers, and the media influences decisions 	<table border="1"> <thead> <tr> <th data-bbox="1173 228 1812 289">Learning Activities/ Instructional Strategies</th> </tr> </thead> <tbody> <tr> <td data-bbox="1173 293 1812 597"> <p><i>Lesson Sequence:</i></p> <ul style="list-style-type: none"> ● Activities: ● Role Play ● Step by step directions/ following directions ● Problem Based Learning project ● Cooperative learning groups </td> </tr> </tbody> </table>	Learning Activities/ Instructional Strategies	<p><i>Lesson Sequence:</i></p> <ul style="list-style-type: none"> ● Activities: ● Role Play ● Step by step directions/ following directions ● Problem Based Learning project ● Cooperative learning groups
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<p>Lesson 2: Career Awareness (10 Lessons)</p>	<table border="1"> <thead> <tr> <th data-bbox="499 786 1150 846">Goals/ Objectives</th> </tr> </thead> <tbody> <tr> <td data-bbox="499 850 1150 1411"> <p>Students:</p> <ul style="list-style-type: none"> ● describe various role models and work-related activities in the home, community, and school ● identify reasons people work and how work habits impact the quality of one's work </td> </tr> </tbody> </table>	Goals/ Objectives	<p>Students:</p> <ul style="list-style-type: none"> ● describe various role models and work-related activities in the home, community, and school ● identify reasons people work and how work habits impact the quality of one's work 	<table border="1"> <thead> <tr> <th data-bbox="1173 786 1812 846">Learning Activities/ Instructional Strategies</th> </tr> </thead> <tbody> <tr> <td data-bbox="1173 850 1812 1411"> <p>Lesson Sequence</p> <p>Activities:</p> <ol style="list-style-type: none"> 1. Interview with a Community Helper: <ol style="list-style-type: none"> a. Ask a firefighter, police officer, paramedic, or other community helper to visit the class and talk to your students. Before the interview, have children think of questions to ask. What does the community helper do? What is his or her typical day like? What kind of education did the community helper receive? How did he or she train to be in her position? Have the community helper discuss his or her role in the community and suggest ways for your students to get involved. Getting firsthand stories and advice from a community helper is a great way for your students to </td> </tr> </tbody> </table>	Learning Activities/ Instructional Strategies	<p>Lesson Sequence</p> <p>Activities:</p> <ol style="list-style-type: none"> 1. Interview with a Community Helper: <ol style="list-style-type: none"> a. Ask a firefighter, police officer, paramedic, or other community helper to visit the class and talk to your students. Before the interview, have children think of questions to ask. What does the community helper do? What is his or her typical day like? What kind of education did the community helper receive? How did he or she train to be in her position? Have the community helper discuss his or her role in the community and suggest ways for your students to get involved. Getting firsthand stories and advice from a community helper is a great way for your students to
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		<p>become more active in and knowledgeable about the community.</p> <ol style="list-style-type: none">2. Community Charades:<ol style="list-style-type: none">a. On index cards, write the names of different community helpers such as firefighter, police officer, paramedic, veterinarian, dentist, mayor, sanitation worker, and letter carrier. If possible, use pictures to illustrate so that emerging readers can understand the cards. Put the cards into a box or hat and have student volunteers come up and pull a card, then act out the job of that community helper. Have the class guess which job is written on the card. Discuss what the helper does and why the job is important. Then place the cards on a bulletin board or word wall display for student reference.3. Volunteer:<ol style="list-style-type: none">a. If possible, have the whole class volunteer their time for the greater good of the community. You may want to participate in a community clean-up effort or raise awareness for an important local issue, such as increasing school funding. You could also organize a fundraiser, such as a weekend yard sale in the school parking lot, and donate the profits to a local organization. You may even want to start a composting or recycling program in your school, or beautify the school by painting a mural and planting donated flowers. Find an activity that you and your students (as well as their families) can all do together!
Skills (Students will be able to...)		
<ul style="list-style-type: none">● Critical Thinking and Problem Solving		

- Communication and Collaboration
- Life and Career Skill

Evidence of Learning (Assessments)	Accommodations and Modifications
<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Teacher observation • Role Play • Discussion • Rubrics • Conferences • Student checklist • Cooperative learning groups • Problem based learning projects <p>Summative Assessments:</p> <ul style="list-style-type: none"> • Students will set goals according to rubrics, checklists, and conferences. • The outcomes will then be assessed through student portfolios. <p>Benchmark Assessments:</p> <ul style="list-style-type: none"> • Teachers College Running Records • Pre/Post-On-Demand Assessment • Learning Progressions <p>Alternative Assessments:</p> <ul style="list-style-type: none"> • TC Running Records (Spanish) 	<p>Special Education:</p> <ul style="list-style-type: none"> • Curricular Modifications and Guidance for Students Educated in Special Class Settings • Subgroup Accommodations and Modifications • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) <p>Differentiation: All games can be modified according to individual needs</p> <ul style="list-style-type: none"> • <i>Preview content and concepts</i> • <i>Behavior management plan</i> • <i>Highlight text</i> • <i>Small group setting</i> <p>High-Prep Differentiation:</p> <ul style="list-style-type: none"> • <i>Alternative formative and summative assessments</i> • <i>Personal agendas</i> • <i>Project-based learning</i> • <i>Problem-based learning</i> • <i>Stations/centers</i> • <i>Tiered activities/assignments</i> • <i>Varying organizers for instructions</i> <p>Low-Prep Differentiation:</p> <ul style="list-style-type: none"> • <i>Clubbing activities</i> • <i>Exploration by interest</i> • <i>Flexible groupings</i> <p>English Language Learners:</p> <ul style="list-style-type: none"> • Subgroup Accommodations and Modifications • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) <p>Students at Risk for Failure:</p> <ul style="list-style-type: none"> • Subgroup Accommodations and Modifications

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<p>Core Professional Resources:</p> <ul style="list-style-type: none"> • http://www.state.nj.us/education/students/safety/behavior/hib/ • http://www.brainpopjr.com/socialstudies/communities/communityhelpers/grownups.weml <p>Supplemental Professional Resources:</p> <ul style="list-style-type: none"> • Lesson Reflection 	<p>Core Instructional Resources:</p> <ul style="list-style-type: none"> • http://www.goodcharacter.com/ESTopics.html • http://charactercounts.org/lesson-plans/# • http://www.goodcharacter.com/YCC/ResolvingConflicts.html • The Berenstain Bears Visit the Dentist • Places in My Community • Journeys reading series • Weekly Readers • Health text (1st and 2nd grade) <p>Supplemental Resources:</p> <ul style="list-style-type: none"> • The King of the Playground; Sneetches; • The Worst Day of My Life Ever!; The Recess Queen; • Enemy Pie; • My Mouth is a Volcano

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- | | |
|--|--|
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|--|--|

APPENDIX 1: CAREER READY PRACTICES

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

CRP1. Act as a responsible and contributing citizen and employee

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP2. Apply appropriate academic and technical skills.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation

CRP3. Attend to personal health and financial well-being.

Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

CRP4. Communicate clearly and effectively and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5. Consider the environmental, social and economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6. Demonstrate creativity and innovation.

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP7. Employ valid and reliable research strategies.

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP9. Model integrity, ethical leadership and effective management.

Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRP10. Plan education and career paths aligned to personal goals.

Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that

nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP11. Use technology to enhance productivity.

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

CRP12. Work productively in teams while using cultural global competence.

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Additional Resources:

American School Counselor Association (2004). ASCA

National Standards for Students. Alexandria, VA: Author. Copyright 2004 by the American School Counselor Association