

NORTH CALDWELL PUBLIC SCHOOLS GUIDANCE CURRICULUM



Board Approval: September 16, 2014

Introduction:

This curriculum guide is intended to be used as a resource for the instructor in terms of long-term range and short-term range planning.

The **Common Core State Standards** define the knowledge and skills students should have within their K-12 education careers so that they will graduate high school fully prepared for college and careers. An important focus of the speaking and listening standards is academic discussion in one-on-one, small-group, and whole-class settings. Formal presentations are one important way such talk occurs, but so is the more informal discussion that takes place as students collaborate to answer questions, build understanding, and solve problems.

The standards expect that students will grow their vocabularies through a mix of conversations, direct instruction, and reading. The standards will help students determine word meanings, appreciate the nuances of words, and steadily expand their repertoire of words and phrases.

The standards help prepare students for real life experience at college and in 21st century careers. The standards recognize that students must be able to use formal English in their writing and speaking but that they must also be able to make informed, skillful choices among the many ways to express themselves through language. The standards are:

- Aligned with college and work expectations;
- Clear, understandable and consistent;
- Include rigorous content and application of knowledge through high-order skills;
- Build upon strengths and lessons of current state standards;
- Informed by other top performing countries, so that all students are prepared to succeed in our global economy and society; and
- Evidence- and research-based.

Philosophy and Mission:

The philosophy and mission of the North Caldwell School District is to meet the social/emotional, academic and career needs of our students. We subscribe to the developmental counseling approach, which involves a planned, proactive and preventative model to address the developmental needs of the students. We serve the entire school community including staff, students and their families.

School counseling programs can have a powerful impact on student learning and academic achievement. The New Jersey School Counseling Initiative II: A Framework for Developing Your Comprehensive K-12 School Counseling Program provides the tools necessary to help school districts and counselors

examine current school counseling practices and services and then work to align them with the ASCA National Standards and National Model, as well as the Common Core State Standards. It will also help them to address the mandates of No Child Left Behind, Harassment, Intimidation, and Bullying Legislation, and NJ Administrative Code. The Framework will help staff members to clarify their roles, eliminating clerical and non-guidance tasks, and to design and promote the management and delivery of a school counseling program comprehensive in scope, preventative in design, and developmental in nature.

Personnel:

Pupil guidance and/or counseling services can be provided by any certified person on the staff. Typically, this service is provided by the classroom teacher and the building principal as part of an instructional program. The building principal may assign the school social worker and/or school psychologist to individual cases as he/she deems appropriate upon notification and approval of the parent.

Confidentiality:

Privacy and confidentiality are essential to having an effective school counseling program. North Caldwell Public Schools recognize the importance of good communication and good working relationships between students, parents, and the school. Therefore, every effort will be made to protect student and parent

privacy rights except under certain limited conditions. These conditions generally include safety issues (harm to self and/or others), legal issues, and professional responsibilities (see the ASCA Ethical Standards for School Counselors at (www.schoolcounselor.org)).

Goals and Purpose:

The North Caldwell Public Schools is committed to providing comprehensive counseling and guidance services to all students. Data has been gathered and analyzed for the implementation of services that are responsive to the current needs and trends of the District. Guidance and counseling services are provided within the context which accepts students where they are in their personal development. while providing resources to help them more fully actualize their own unique potential.

The fundamental goals are to help students:

- Learn effective problem-solving and decision-making skills
- Understand and accept themselves and others
- Develop a greater sense of responsibility
- Discover basic career paths
- Improve relationships with others (family, teachers, peers)
- Improve skills in the area of effective problem solving

Beliefs about Students:

- Each student can learn.
- Each student has individual needs and abilities.
- Each student is capable of developing responsibility for his or her own learning.
- Each student has the capacity to change personal attitudes and behaviors.
- Each student brings to the learning environment academic, psychological, social and physical strengths and needs.
- Each student benefits from a warm, safe, nurturing, and supportive school environment.
- Each student grows and learns in the context of relationships.
- Each student is positively influenced by a learning environment which provides challenges and sets high expectations.
- Each student has educational experiences that are enriched within an environment of diversity.
- Each student is part of a community of learners.
- Each student has a right to access an education.
- Each student has a right to equity in educational opportunities.
- Each student has the capacity to become a responsible, productive, and self-directed citizen.

**Level: K-3 Topic: Personal Growth Component: Personal/Social Development
(self-esteem, needs, preferences, boundaries, transitions)**

Pacing: 1-2 lessons

NJ Content Standard	Objective/Cluster Concepts/ Cumulative Progress Indicators (CPI's)	Strategies/Activities/Resources with Text Reference
	The student will:	
2.1.2B.2	Describe how children are alike and how they are different	Concept: uniqueness Book: I'm Gonna Like Me Book: Sneetches Book: Timothy Goes To School
2.1.2.F.1	Explain that all human beings have basic needs including food, water, sleep, shelter, clothing, and love	Discussion Book: Threadbear
2.1.6.F.1	Examine how personal assets,(e.g., self -esteem, positive peer relationships) and protective factors (e.g. parental involvement) support healthy social and emotional development	Concept: personal assets Book: Oliver Button is a Sissy Book: Hannah the Hippo
2.4.2.A.5	Identify appropriate ways for children to show affection and caring	Role play
9.2.4.B.2	Recognize and build upon personal strengths	Book: The Smallest Pirate Book: The Little Engine That Could

9.2.4.B.4	Recognize personal likes and dislikes	Game: 4 Corners Self-assessments Book: We're All Special
2.1.4.F.6	Explain and demonstrate ways to cope with rejection, loss, and separation	Concept: transitions Book: My Best friend is Me Book: Oh My Baby, Little One Discussion

Level: K-3 Topic: Feelings Component: Personal & Social Development (verbal, non-verbal, anger management, loss, coping, stress management, anxiety)

Pacing: 2-3 lessons

NJ Content Standard	Objective/Cluster Concepts/ Cumulative Progress Indicators (CPI's)	Strategies/Activities/Resources with Text Reference:
	The student will:	
2.1.2.F.2	Recognize and list various emotions	Feelings Bingo Feelings Flashcards Book: Double-Dip Feelings: Stories to Help Children Understand Emotions Book: The Feelings Storybook Book: How are You Peeling: Foods with Moods Book: Glad monster, Sad monster
2.1.2.F.3 2.4.2.A.5	Describe and demonstrate appropriate ways to express emotions, both verbally and non-verbally	Concepts: body language, facial expressions, voice, tone role-play, charades
2.1.2.F.3	Recognize symptoms of anger and identify appropriate ways to deal with them	www.angriesout.com Anger management techniques Book: When Sophie Gets Angry, She Gets Really, Really Angry Book: When I Feel Angry
2.1.2.F.2	Define and demonstrate sympathy and empathy	Define terms Discussion of loss (property, pets, people)
2.1.2.F.3	Recognize symptoms of anxiety and demonstrate healthy ways to handle them	Discussion Role-Play

2.2.2.F.2	Explain when and how to seek help when feeling sad or scared	Discussion
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Level: K-3 Topic: Friendship Component: Personal & Social Development

Pacing: 2 lessons

NJ Content Standard	Objective/Cluster Concepts/ Cumulative Progress Indicators (CPI's)	Strategies/Activities/Resources with Text Reference
	The student will:	
2.1.2.B.2	Describe how children are alike and different and recognize each person as unique and special	Activity: Use 2 crayon boxes; 1 with all of the same color, 1 with different colors. Discuss the differences between the 2 boxes, and relate the crayons to people. Book: A Bad Case of Stripes Book: Carla's Sandwich Book: If Everybody Did
2.4.2.A.4 2.4.4.A.6	Define friendship and describe characteristics of a friend	Book: How To Lose All Your Friends Book: That's What a Friend Is Book: What's the Recipe for Friends Create a paper flower—list a characteristic of a friend in each petal
2.4.4.A.7	Describe appropriate ways to show affection and caring	Book: One Caring Kid Book: How Kind Book: When I Care About Others
9.2.4.C.1	Develop positive social skills to interact with others	Book: The Hating Book Book: Blabber Mouse Social Skills Activities Concepts: Winning vs. Losing, Good Manners
2.4.4.A.7	Differentiate between telling and tattling	Book: Don't Squeal Unless it's a Big Deal Book: Telling Isn't Tattling Book: Tattlin' Madeline

Level: K-3 Topic: Character Education Component: Personal & Social Development (pillars of character, service-learning, leadership)

Pacing: 1-3 lessons

NJ Content Standard	Objective/Cluster Concepts/ Cumulative Progress Indicators (CPI's)	Strategies/Activities/Resources with Text Reference
	The student will:	

9.2.4.D.1	Demonstrate character traits that are important in day-to-day activities in the home, school, and community (ie: trust, responsibility, respect, fairness, caring, and citizenship)	Define - pillars of character www.character.org www.goodcharacter.com Book: Ocho, A Character-Education Story
9.2.4.D.2	Conduct a cooperative activity or project that addresses a character trait	Book: Heartprints
9.2.4.D.3	Identify ethical behaviors in the home, school, and community	Discussion Book: Teaching Character Book: Once Upon a Time: Storytelling to Teach Character
9.2.4.D.3	Demonstrate the appropriate use of courtesy words and understand their importance to relationships	Concept: manners Award system for students in the classroom/school who demonstrate good manners Book: Time to Say Please
9.2.4.D.4	Explain a person's responsibility to obey the laws and rules	Discussion Think, Pair & Share activities
2.2.2.E.1	Act as a leader and a follower	Concept: leadership Follow-the-Leader games
2.2.2.E.5	Participate in a class or school service activity and explain how volunteering enhances self-esteem	Service learning project Magic Curriculum www.servicelearning.org www.service-learningpartnership.org www.learningtogive.org

Level: K-3 Topic: Character Education Component: Personal & Social Development (*continued*)

Pacing: 1-3 lessons

2.2.2.D.1	Explain that a person's character and values are reflected in the way the person thinks, feels, and acts	Use characters from fairytales & re-write their story
6.2.2.A.5	Explain that a responsibility means something you must do	Concept: responsibility Book: Horton Hatches the Egg
6.2.2.D.1	Identify examples of responsible citizenship in the school setting and establish ground rules for sharing and creating a peaceful environment	Concept: citizenship Award system for students exhibiting good citizenship Create an imaginary "peaceable kingdom" "Pinwheels for Peace"
6.2.2.D.2	Recognize real people and fictional characters that have demonstrated responsible leadership and citizenship and identify the characteristics that have made them good examples	Concept: citizenship Create a recipe for a Hero or Super Hero Read/discuss real life heroes/fictional heroes

Level: K-3 Topic: Diversity Component: Personal/Social Development (individual, family, community)

Pacing: 2-3 lessons

NJ Content Standard	Objective/Cluster Concepts/ Cumulative Progress Indicators (CPI's)	Strategies/Activities/Resources with Text Reference
	The student will:	
2.1.2.B.2	Describe how children are alike and how they are different	Book: The Crayon Box that Talked Book: Odd Velvet Video: Everybody's Different (Sunburst)
2.2.2.E.4	Demonstrate respect for varying ideas and opinions	Book: The Smallest Pirate Book: It's Okay To Be different
2.4.2.A.1	Identify different kinds of families and explain that families may differ for many reasons	Book: All Kinds Of Families Book: Why Am I An Only Child DVD: We Are Family
2.4.2.A.2	Explain that all family members have certain rights and responsibilities that contribute to the successful functioning of the family	Discussion
2.4.2.A.3	Explain that families experiencing a change or crisis can get help if they need it	Discussion Book: Stellanuna
6.2.2.A.6	Explore basic concepts of diversity, tolerance, fairness, and respect for others	Green Circle Program Discussion Book: The Cow That Went Oink
6.2.4.E.6	Explain why it is important to understand diverse peoples, ideas, and cultures	Concept: Disabilities Book: He's My Brother Book: Luna and The Big Blur
9.2.4.C.3	Develop skills for accepting self and others through awareness of different cultures	Discussion

Level: K-3 Topic: Conflict Resolution Component: Personal/Social Development (problem solving, mediation)

Pacing: 1-2 lessons

NJ Content Standard	Objective/Cluster Concepts/ Cumulative Progress Indicators (CPI's)	Strategies/Activities/Resources with Text Reference
	The student will:	
2.1.2.F.4	Identify the possible causes of conflict and discuss appropriate ways to prevent and resolve conflicts	Discussion Book: The King of the Playground
2.1.4.F.4	Describe and demonstrate strategies to prevent, reduce, or mediate conflict	Role play Video: That's Trouble
9.2.4.A.1	Recognize and define a problem	Book: Conflict Resolution and Peer Mediation Guide Discussion
9.2.4.A.2	Plan and follow steps to make choices and decisions	Decision-making model

9.2.4.B.5	Demonstrate steps to deal with stress and conflict	Relaxation exercises Win!Win! Guidelines Role play
9.2.4.C.2	Select and use language appropriate to the situation	Role play Book: Conflict Resolution, Activities That Work
9.2.4.C.4	Practice steps for effective conflict resolution	Win!Win! Guidelines

Level: K-3 Topic: Anti-Bullying Component: Personal & Social Development

Pacing: 1-3 lessons

NJ Content Standard	Objective/Cluster Concepts/ Cumulative Progress Indicators (CPI's)	Strategies/Activities/Resources with Text Reference
	The student will:	
2.1.2.F.2	Recognize various emotions and demonstrate sympathy and empathy	Role Play Book: How do I Stand In Your Shoes
2.1.2.F.3	Describe and demonstrate appropriate ways to express wants, needs, and emotions, both verbally and non-verbally	Role Play or Puppetry Concepts: body language, facial expressions, respect, and voice tone
2.1.2.F.4	Identify the possible causes of conflict and discuss appropriate ways to prevent and resolve conflicts	Discussion Think, Pair and Share activities
2.2.2.F.2	Explain and demonstrate when and how to seek help when feeling scared, sad, lonely, or bullied	Video: You Can Ask – Sesame Street
9.2.4.C.2	Select and use language appropriate to the situation, including learning and practicing using positive self-talk.	Celebrate No name calling Week www.nonamecallingweek.org Book: Stand Tall Molly Lou Melon
2.1.4.E.1	Discuss and understand that singling someone out for deliberate and repeated harassment is bullying	Define term – Bullying Discuss/Review NJ Law and School Policy Book: The Band-Aid Chicken Book: Hugo and the Bully Frogs Book: Bully Proofing Your School Book: The Bully Free Classroom
2.1.4.E.3	Understand the various forms of bullying: Verbal (name calling, teasing, threatening), Physical (hitting, taking or damaging possessions, making someone do things they don't want to do, pushing and shoving), and Social/ Emotional (spreading rumors, ignoring or excluding others, making someone uncomfortable or scared)	Create Anti-bullying posters Create an Anti-bullying poem http://safechild.org/bullies.htm http://stopbullyingnow.hrsa.gov

2.1.2.F.4	Recognize in a bullying situation there are three roles: the aggressor (bully), the target, and the bystander	Book: Simon's Hook Create a drawing to demonstrate (real or imaginary)
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**Level: K-3 Topic: Anti-Bullying Component: Personal & Social Development
(continued)**

Pacing: 1-3 lessons

2.1.2.F.4	Understand the important role of the bystander in addressing bullying	Video/Book: Don't Laugh At Me Book: The Bully Blocker Club
9.2.4.C.4	Practice steps for effective conflict resolution and strategies for preventing bullying in the school	Role Play Puppetry www.bullyingawarenessweek.org
8.1.4.B.2	Recognize and practice responsible social and ethical behaviors when using technology, and understand the rewards and risks of the internet	Define - cyberbullying
8.1.4.B.3	Practice appropriate internet etiquette	Concepts: cyberbullying, netiquette
2.2.2.A.3	Discuss and understand gang awareness and the importance of when and how to use refusal skills in safety situations	Discuss/Define term - gang awareness www.mcgruff.org

**Level: K-3 Topic: Personal Safety Component: Personal & Social Development
(abuse, assault, personal rights, stranger safety)**

Pacing: 2-3 lessons

NJ Content Standard	Objective/Cluster Concepts/ Cumulative Progress Indicators (CPI's)	Strategies/Activities/Resources with Text Reference
	The student will:	
2.1.2.E.3	Distinguish among "good/safe touch", "bad/unsafe touch", and "confusing touch" and explain what to do if touching causes uncomfortable feelings	Kids on the Block program, grade 1 Child Assault Prevention (CAP) program, grade 2 Book: Good Touch Bad Touch Activities Book Book: A Tale Worth Telling Book: Your Body Belongs to You
2.1.2.E.4	Identify safe and appropriate behavior when interacting with strangers, acquaintances, and trusted adults	DVD: Stranger Safety, The Safe Side Book: The Berenstain Bears Learn About Strangers
2.1.2.E.4	Use a three part safety plan if they are in danger: 1) say no, 2) get away, 3) tell an adult	DVD: Stranger Safety, The Safe Side

2.1.2.E.4	Explain circumstances when they do not have to obey an adult	Discussion
2.1.2.E.4	Name trustworthy people with whom they feel safe	Activity: Trustworthy Circle (draw a target with 4 rings; place most trustworthy people closest to center) Identify trustworthy people at home, in school, and in the community
2.1.2.E.4	Explain that it is not appropriate for adults to appeal to children for help (ie: asking for directions, looking for a pet)	DVD: Stranger Safety, The Safe Side Book: Not Everyone Is Nice
2.1.2.F.1	Differentiate between needs and wants and explain their rights to food, clothing, and shelter	Activity: cut out pictures from magazines and sort into needs and wants
2.1.2.E.4	Recognize that personal safety supercedes obligation toward others	Book: Scoop

Level: K-3 Topic: Study Skills Component: Academic Development (listening, following directions, communication, work habits, time management, organization)

Pacing: 1-2 lessons

NJ Content Standard	Objective/Cluster Concepts/ Cumulative Progress Indicators (CPI's)	Strategies/Activities/Resources with Text Reference
	The student will:	
2.2.2.A.4	Demonstrate effective communication and listening skills	Listening activities, following directions activities
2.2.4.A.4	Identify ways to improve listening skills (make eye contact, focus and concentrate, do not interrupt, remove distractions, repeat directions, ask questions to clarify)	Pneumonic: MR. FRAN (make eye contact, repeat directions, focus, remove distractions, ask questions, no interrupting)
9.1.4.A.3	Identify how work habits impact the quality of one's work	Concepts: organization, prioritizing, procrastination
9.1.4.B.2	Identify positive work habits and attitudes necessary for home, community, and school	Concepts: homework, time management, work environment, scheduling time

Level: K-3 Topic: Decision Making Component: Career Development

Pacing: 1-2 lessons

NJ Content Standard	Objective/Cluster Concepts/ Cumulative Progress Indicators (CPI's) The student will:	Strategies/Activities/Resources with Text Reference
9.2.4.A.1	Recognize and define a problem	Discussion
9.2.4.A.2 2.2.2.B.1	Be introduced to the decision making process. Plan and follow steps to make choices and decisions a. What is the problem? b. What have you tried? And what happened after that? c. What else could you do and what would happen? d. What is your next step?	Make chart or handout with steps Practice with real-life scenarios Write steps on lillipads. Have students hop from one lillipad to the next as they go through the decision making process
9.2.4.A.3	Identify and access print and non-print resources that can be used to help solve problems	Locate self-help books, magazines, etc.
9.2.4.A.4	Demonstrate brainstorming skills	Role play fairytales - apply new endings to the story
2.2.4.B.2	Discuss how parents, peers, and the media influence decisions	Discussion Photos/articles from newspapers and magazines Evaluate TV shows, movies, music, etc.

Level: 4-6 Topic: Personal Growth Component: Personal/Social Development (personal assets, wellness, self -management, transition)

Pacing: 1-2 lessons

NJ Content Standard	Objective/Cluster Concepts/ Cumulative Progress Indicators (CPI's) The student will:	Strategies/Activities/Resources with Text Reference
2.1.6.A.1	Discuss the physical, social, emotional, and intellectual dimensions of wellness	Concept: wellness, uniqueness
2.1.6.A.4	Discuss how health knowledge, health choices, self- control, resistance, and self-management skills influence wellness.	Concept: self-management

2.1.6.F.1	Examine how personal assets, (e.g., self esteem, positive peer relationships) and protective factors (e.g., parental involvement) support healthy social and emotional development	Concept: personal assets, Self assessments
9.1.8.A.4	Analyze personal interests, abilities, and skills through various measures including self-assessments.	Concept: uniqueness
2.1.6.F.5	Compare and contrast ways that individuals, families, and communities cope with change, crisis, rejection, loss, and separation.	Concept: transitions Discussion

Level: 4-6 Topic: Feelings Component: Personal & Social Development (verbal, non-verbal, anger management, stress management, loss, coping)

Pacing: 2 lessons

NJ Content Standard	Objective/Cluster Concepts/ Cumulative Progress Indicators (CPI's)	Strategies/Activities/Resources with Text Reference
	The student will:	
2.1.6.F.4	Describe the physical and emotional signs of stress and the short-term and long-term impacts of stress	Book: Stress Can Really Get On Your Nerves Book: Don't Pop Your Cork on Mondays: The Children's Anti-Stress Book
2.1.4.F.5 2.1.6.F.4 9.2.4.B.5	Discuss the causes of stress and demonstrate ways to deal with stressful situations	Activity: Self-Calming Cards
2.1.4.F.6 2.1.6.F.5	Identify types of loss and demonstrate ways to cope with loss and sadness	Concepts: loss of property, pets, people, divorce/separation Book: What to Do When You're Sad and Lonely KIDS curriculum
2.2.6.A.3	Expand their feelings vocabulary	Book: The Feelings Dictionary Activities: Feelings Bingo, Role-Plays, Charades
9.2.8.B.2 9.2.8.D.2	Recognize how emotions effect behavior, and how behavior effects others	Book: Getting Over The Blues Book: Life's Not Always Fair Book: My Feelings Are Like Wild Animals! How Do I Tame Them?
2.1.6.F.2	Recognize symptoms of anger and identify appropriate ways to deal with them	Anger management techniques Book: Don't Pop Your Balloon!: Get a Grip on Anger Book: Tales of Temper Book: The Mad Family Gets Their Mads Out
2.1.6.F.1 2.1.6.F.2	Describe and demonstrate appropriate ways to express emotions, both verbally and non-verbally	Role-play Charades Concept: body language

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Level: 4-6 Topic: Friendships Component: Personal & Social Development (friends, groups, peer pressure)

Pacing: 2-3 lessons

NJ Content Standard	Objective/Cluster Concepts/ Cumulative Progress Indicators (CPI's)	Strategies/Activities/Resources with Text Reference
	The student will:	
2.4.6.A.4	Discuss how peer relationships may change during adolescence	Discussion
2.4.6.A.2 9.2.8.C.6	Identify what they look for in a group, and why they belong to a group	Examples: support, shared interests, approval, acceptance, security/belonging, connecting, understanding Book: Cliques, Phonies, and other Balony Book: Michael's Golden Rules Concept: gang awareness
2.1.4.F.2	Discuss how peers impact the way they communicate and express emotions	Book: A Smart Girl's Guide to Friendship Troubles Book: Too Nice
2.2.6.B.2 2.2.8.B.3 2.4.6.A.3	Recognize positive and negative peer pressure in relationships	Book: Just The Way You Are Book: Riding the Tiger Book: Staying Cool Book: How to Say No and Keep Your Friends
9.2.4.C.1 9.2.8.C.4	Develop positive social skills to interact with others	Book: Speak Up and Get Along Book: Our Friendship Rules Book: A Good Friend: How to Make One, How to Be One
2.1.4.F.2 9.2.4.C.1	Discuss the effects of spreading rumors and gossiping	Book: Trouble Talk

Level: 4-6 Topic: Character Education Component: Personal & Social Development (pillars of character, service-learning, leadership)

Pacing: 1-3 lessons

NJ Content Standard	Objective/Cluster Concepts/ Cumulative Progress Indicators (CPI's)	Strategies/Activities/Resources with Text Reference
	The student will:	

9.2.4.D.1 2.2.4.D.1	Demonstrate character traits that are important in day-to-day activities in the home, school, and community (ie: trust, responsibility, respect, fairness, caring, and citizenship)	Character Education Week activities Review 6 Pillars of character www.character.org
9.2.8.D.1	Explain and demonstrate how character and behavior affects and influences the actions of others in the home, school, and community	Discussion Give a hand and do small good deeds
9.2.4.D.2	Conduct a cooperative activity or project that addresses a character trait	Design a brochure on each character trait and put together a brochure for the six pillars of character. Book: Character Education Book of Plays
2.2.4.D.2	Discuss how an individual's character positively impacts individual and group goals and success	Discussion Think, Pair & Share activities
9.2.8.D.2	Describe and demonstrate appropriate character traits, social skills, and positive attitudes needed for the home, school, community, and workplace	Ask students to be detectives and search for good character traits at home, school, and in their community. Write in a journal what they discover
9.2.4.D.3	Identify ethical behaviors in the home, school, and community	Define – ethical behaviors
9.2.8.D.4	Describe how personal ethics influence decision making	Discussion
9.2.4.D.3	Demonstrate the appropriate use of courtesy words and understand their importance to relationships	Concept: manners
9.2.4.D.4	Explain a person's responsibility to obey the laws and rules	Concept: responsibility

Level: 4-6 Topic: Character Education Component: Personal & Social Development (*continued*)

Pacing: 1-3 lessons

2.2.4.E.1	Describe and demonstrate the characteristics of an effective leader	PALS curriculum Concept: leadership
2.2.6.E.1	Compare various forms of leadership and implement appropriate leadership strategies when serving in a leadership role	PALS curriculum Concept: leadership
2.2.4.E.7	Organize and participate in a school or community service activity and discuss how helping others impacts personal and community wellness	Service learning project Magic Curriculum www.servicelearning.org www.service-learningpartnership.org
2.2.6.E.5	Discuss how individuals can make a difference by helping others, volunteering, and participating in activities through school or community-based health or service organizations	Service learning project www.payitforwardfoundation.com www.Oambassadors.org Magic Curriculum

2.2.6.E.7	Discuss local and state laws that impact personal, family, and community wellness and formulate ways that individuals and groups work together to improve wellness	Holiday food drives/Soup Kitchen Help the homeless Winter hat, gloves, coat collection Help animal shelters
6.2.4.D.1	Explain that a citizen is a legally recognized member of the United States with rights and responsibilities	Define term citizenship
6.2.4.D.2	Describe the significant characteristics of an effective citizen	Discussion/Questions - meaning of good citizenship
6.2.8.D.1	Discuss the rights and responsibilities of American citizens, including obeying laws, serving on juries, and voting in local, state, and national elections	Concept: citizenship Class elections Mock Trial

Level: 4-6 Topic: Diversity Component: Personal/Social Development (individual, family, community)

Pacing: 2-3 lessons

NJ Content Standard	Objective/Cluster Concepts/ Cumulative Progress Indicators (CPI's)	Strategies/Activities/Resources with Text Reference
	The student will:	
2.1.6.F.5	Compare and contrast ways that individuals, families and communities cope with change, crisis, rejection, loss, and separation	Concept: transitions 6th Grade Counselors Orientation
2.4.4.A.3	Discuss ways that families adjust to changes in the nature or structure of the family	Discussion
2.4.4.A.4	Discuss how culture and tradition influence personal and family development.	Discussion
2.4.6.A.1	Compare and contrast the interconnected and cooperative roles of family members	Graphic organizer (ie: Venn Diagram)
2.4.6.A.2	Investigate ways that individuals and families enhance and support social and emotional health and meet basic human needs.	Needs and wants activities
2.4.6.A.3	Describe the characteristics of a healthy relationship and discuss factors that support and sustain it	Discussion
6.2.4.E.9	Examine common and diverse traits of other cultures and compare to their own culture	Discussion Share cultural items and heritage
6.2.8.E.12	Discuss the impact of stereotyping on relationships, achievement, and life goals	Give scenarios- determine fact or prejudice
6.2.8.E.13	Analyze how prejudice and discrimination may lead to acts of hatred and violence	Discussion Book: The Yellow Star

9.2.8.A.4	Recognize bias, vested interest, stereotyping, and the manipulation and misuse of information.	Discussion www.teachingtolerance.org
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Level: 4-6 Topic: Conflict Resolution Component: Personal/Social Development

Pacing: 2-3 lessons

NJ Content Standard	Objective/Cluster Concepts/ Cumulative Progress Indicators (CPI's) The student will:	Strategies/Activities/Resources with Text Reference
2.1.6.F.2	Choose and justify appropriate strategies to deal with conflict, violence, harassment, vandalism, and bullying	Win!Win! Guidelines Book:Conflict Resolution and Peer Mediation Guides Role-Play Steps of Problem Solving
2.1.6.F.3	Describe home, school, and community efforts to prevent conflict, vandalism, bullying, harassment, and violence	Discussion Conflict Resolution Bingo Book: Rhinos and Raspberries
2.2.6.A.3	Demonstrate and evaluate the effective use of communication skills, including refusal, negotiation, and assertiveness	Role play
9.2.4.A.3	Identify and access print and non-print resources that can be used to help solve problems	Browse through self-help books, magazines, etc.
9.2.4.A.4	Demonstrate brainstorming skills	Discussion Book-Dragolin
9.2.8.A.2	Describe how personal beliefs and attitudes affect decision- making	Discussion Book: Arthur's Teacher Troubles

Level: 4-6 Topic: Anti-Bullying Component: Personal & Social Development

Pacing: 1-3 lessons

NJ Content Standard	Objective/Cluster Concepts/ Cumulative Progress Indicators (CPI's) The student will:	Strategies/Activities/Resources with Text Reference
2.1.4.F.3	Distinguish among conflict, violence, vandalism, harassment, and bullying and discuss factors that contribute to each	Define terms Discussion

2.1.4.F.4 2.1.6.F.2	Describe and demonstrate strategies to prevent, reduce, or deal with conflict and bullying	Book: The Kids' Guide to Working Out Conflicts www.learningpeace.com Discuss ways to stay bully free Book: Bully's are a Pain in the Brain
2.1.6.F.3	Describe home, school, and community efforts to prevent conflict, vandalism, bullying, harassment, and violence	Review NJ Law and School Policy
2.1.4.F.4 2.1.6.F.2	Identify and describe skills necessary to help others in need	www.helpothers.org www.actsofkindness.org Concepts: caring, respect, kindness, etc.
2.1.4.F.5	Discuss the causes of stress and demonstrate ways to deal with stressful situations	Relaxation techniques
2.1.6.F.4	Describe the physical and emotional signs of stress and the short- and long-term impacts of stress to the human body	Discussion
9.2.4.C.1	Develop positive social skills to interact with others	Role play Social games and activities
9.2.8.C.1	Demonstrate respect and flexibility in interpersonal and group situations	Group/game activities

**Level: 4-6 Topic: Anti-Bullying Component: Personal & Social Development
(continued)**

Pacing: 1-3 lessons

9.2.4.C.2	Select and use language appropriate to the situation, including learning and practicing using positive self-talk	Celebrate No Name Calling Week Create ads/commercials about no name calling Discussion on the power of words Design and decorate one positive power word Book: Positive Words, Powerful Results
9.2.8.C.3	Work cooperatively with others to solve a problem	Cooperative activities www.bullyingawarenessweek.org
9.2.8.C.5	Practice the skills necessary to avoid physical and verbal confrontation in individual and group settings	Role Play
2.1.4.E.1	Understand that singling someone out for deliberate and repeated harassment is bullying	Define term – Bullying Book: The Bully Free Classroom

2.1.6.E.4	Understand the forms of bullying: Verbal (name calling, teasing, threatening), Physical (hitting, taking or damaging possessions, making someone do things they don't want to do, pushing and shoving), Social/Emotional (spreading rumors, ignoring/ excluding others, making someone uncomfortable or scared)	Discussion Anti-bullying Activities Design and display posters Book: Cliques, Phonies, & Other Baloney
9.2.4.C.1	Describe and understand relational aggression and develop positive social skills to interact with others	Define term - relational aggression Book: Bullying in the Girl's World Book: Odd Girl Out Book: My Secret Bully
8.1.8.B.2	Exhibit legal and ethical behaviors when using information and technology, and discuss rewards and risks of the internet	Discuss netiquette and laws
8.1.8.B.4	Describe and practice safe internet usage, including an understanding on how to utilize appropriate resources if confronted with online bully	Define term – cyberbullying www.cyberbullying.org
2.2.4.A.3 2.2.6.A.3	Discuss and understand gang awareness and the importance of effective use of communication skills, including refusal, negotiation, and assertiveness	Discussion/Questions - gang awareness

Level: 4-6 Topic: Study Skills Component: Academic Development (listening, following directions, communication, work habits, time management, organization)

Pacing: 2 lessons

NJ Content Standard	Objective/Cluster Concepts/ Cumulative Progress Indicators (CPI's)	Strategies/Activities/Resources with Text Reference
	The student will:	
2.2.6.A.4	Describe and demonstrate active and reflective listening	Listening and following directions activities
9.1.12.B.4	Discuss the importance of communication, punctuality, time management, organization, decision making, and goal setting as they relate to school	Role-play Discussion Review classroom and school rules
9.2.4.B.2 9.1.8.A.4	Compare and contrast learning styles (visual, auditory, kinesthetic, etc.) and identify personal learning styles	Personal inventories to identify individual learning styles

Level: 4-6 Topic: Goal Setting Component: Academic Development

Pacing: 1-2 lessons

NJ Content Standard	Objective/Cluster Concepts/ Cumulative Progress Indicators (CPI's)	Strategies/Activities/Resources with Text Reference
	The student will:	

9.1.8.A.4	Analyze personal interests, abilities, and skills through various measures including self-assessment	Self-assessments and personal inventories
9.2.8.A.3	Identify and assess problems that interfere with attaining goals	Discussion
9.2.8.A.2	Describe how personal beliefs and attitudes affect decision- making	Discussion
9.2.8.B.1	Develop and implement a personal growth plan that includes short- and long-term goals to enhance development	Set short and long term goals
9.2.8.A.5	Practice goal-setting and decision-making in areas relative to life skills	Set short and long term goals

Level: 4-6 Topic: Decision Making Component: Career Development

Pacing: 1-2 lessons

NJ Content Standard	Objective/Cluster Concepts/ Cumulative Progress Indicators (CPI's)	Strategies/Activities/Resources with Text Reference
	The student will:	
9.2.8.A.1	Communicate, analyze data, apply technology, and problem solve	Discussion/Questioning Create a survey that addresses a concern
9.2.8.A.2	Describe how personal beliefs and attitudes affect decision-making	Self -knowledge activities Examine individual or group inventory of beliefs & attitudes
2.2.4.B.1	Outline the steps to making an effective decision Use the steps of the decision making model when making a decision. a. What is the problem? b. What have you tried? And what happened after that? c. What else could you do and what would happen? d. What is your next step?	Make chart or handout with steps Practice with real-life scenarios
9.2.8.C.3	Work cooperatively with others to solve a problem	Cooperative activities/games
9.2.8.D.3	List problems and their causes, effects, and solutions that are faced in the home, school, and/or community	Think, Pair, and Share activities
9.2.8.D.4	Describe how personal ethics influence decision making	Concepts: honesty, fairness, attitudes, perseverance, caring, morals Book : Aesop's Fables (Unwitting Wisdom)
9.2.8.D.4	Assess the importance of taking responsibility for their choices and actions	Book: Activities That Teach Book: More Activities That Teach Book: Still More Activities That Teach

2.2.6.B.2	Analyze the influence of family, peers, and the media on decisions and investigate how conflicting interests may influence decisions and choices	Analyze TV shows, commercials, movies, music, etc.

Resources:

Anti-Bullying Bill of Rights

<http://www.state.nj.us/education/students/safety/behavior/hib/guidance.pdf>

Don't Laugh at Me!

<http://www.dontlaugh.org>

Stop Bullying Now

<http://www.stopbullyingnow.hrsa.gov/index.asp?area=main>

Tools for Student Success

<http://www.ed.gov/parents/academic/help/tools-for-success/index.html>

<http://www.elementaryschoolcounseling.org/resources.html>

Helping your child with test taking

<http://www.ed.gov/parents/academic/help/succeed/part9.html>

College Prep Information

<http://www.ed.gov/students/prep/college/thinkcollege/early/edlite-tcehome.html>

Homework Help

<http://www.infoplease.com/homework>

<http://www.homeworkspot.com>

<http://www.homeworkhelp.com>

Additional Resources

www.lifelessonsforlittleones.com

www.counseling4kids.org

www.bullyingawarenessweek.org

www.cyberbullying.org

www.nonamecallingweek.org

www.learningpeace.com

www.goodcharacter.org

www.actsofkindness.org

www.helpothers.org

www.character.org

www.angriesout.com

<http://elementarycounselorplans.com>

www.payitforwardfoundation.com

<http://stopbullyingnow.hrsa.gov>

www.service-learningpartnership.org

www.teachingtolerance.org

www.servicelearning.org

www.thebullyproject.com

www.stopbullying.gov

www.pacerkidsagainstbullying.org/

Peery, Angela, Wiggs, Piercy, Lassiter and Cebelak. *Navigating the English/Language Arts Common Core State Standards*. The Leadership and Learning Center: Colorado. 2011.

GUIDANCE AND COUNSELING

Board Policy No. 2411

The Board of Education requires that a planned program of guidance and counseling be an integral part of the educational program of the schools to assist pupils in making and implementing informed educational and occupational choices including academic, career and personal/social development.

The Guidance program will:

- Involve teaching staff members at all appropriate levels
- Honor the individuality of each pupil
- Be integrated within the total educational program
- Be coordinated with available resources of the community
- Be available equitably to all students and prohibit biased materials that discriminate among students on the basis of their race, color, creed, religion, national origin, ancestry, age, marital status, affectation or sexual orientation, gender, social or economic status or disability
- Establishes a referral system that utilizes all the aid the schools and community offer, guards the privacy of the students and monitors the efficacy of such referrals

PURPOSES: COUNSELING /CONSULTING SERVICES

Counseling Services

The purpose of guidance and counseling services is to assist pupils in self-examination, self-evaluation and analysis of alternatives so that each pupil can benefit most fully from his/her education and life experiences.

Counseling services will include:

- Personal/social development including adjustment to situational problems, understanding of the consequences of personal behavior and referral to assistance where appropriate.
- Crisis counseling to assist pupils undergoing extreme emotional reactions that disrupt immediate functioning, including post-crisis planning and referral for treatment as necessary.

Consulting Services

The purpose of consulting services is the improvement of the instructional program and the delivery of educational services by the collaboration of those staff members responsible for the instructional program and the development of individual pupils.

Consulting services will include, but not be limited to:

- Identification of pupil needs
- Identification, evaluation and program implementation of pupils with special needs
- Development and implementation of preventive and supportive programs to address such problems as pupil attendance, violence, suicide (etc.)
- Alerting professional staff to the purposes, functions and availability of guidance and counseling services
- Encouragement of cooperation among teaching staff members and parent(s) or legal guardian(s) in resolving individual pupil problems and addressing pupil needs
- Establishment and maintenance of relationships with state and local agencies for the purpose of professional referral and the sharing of experiences

PERSONNEL

Pupil guidance and counseling will be the responsibility of the classroom teacher who may draw upon the services of other, more specialized staff members as required. The building principal may assign the school social worker and/or school psychologist to individual cases as he/she deems appropriate upon notification and approval of the parent.

Consulting services will be the responsibility of the building principal, members of the Intervention and Referral Services committee and/or members of the Child Study Team.

PREVENTION

Prevention is delivered via a three-tier model that includes primary prevention, secondary prevention and early intervention.

Primary Prevention

Primary prevention is delivered by the classroom teacher and/or building principal to hinder the development of problematic student behavior. Activities to address behaviors relate to school and/or classroom rules and procedures.

Procedures

The classroom teacher provides primary prevention through:

- Instructional program and related classroom discussions
- Social Decision Making lessons/discussions
- Communication with parent through regular parent conferences, as well as conferences/communication as needed to address specific concerns
- Collaboration with special teachers/related services staff (physical education, art, vocal music, Spanish, academic tutorial, case manager of classified students, school psychologist, school social worker, school nurse, speech therapist etc.)
- When applicable, collaboration with behaviorist, occupational therapist or physical therapist

- Seek assistance of building principal. Request a conference with the building principal to provide him/her with background information
- Submit request for Intervention and Referral Services

The building principal provides primary prevention through:

- Conference with the teacher to become aware of the problem
- Provide guidance and counseling service directly to pupil
- Enlist assistance of other certified staff members, as needed, including the school social worker and school psychologist. Ensure that proper notification procedures have been followed
- Contact parents to review situation and enlist their assistance to meet the goals and purposes of the guidance program
- Referral to Intervention and Referral Service
- Referral to Child Study Team

The parent assists with the provision of primary intervention by:

- Working collaboratively with school personnel to reinforce the goals/purpose of the guidance and counseling program

Secondary Prevention

Secondary prevention utilizes programs offered to students who, because of problems affecting someone close to them or in their environment, may develop problems without special attention. These students are considered at-risk students.

Early Intervention

Early intervention employs the use of strategies with students who have demonstrated developing symptoms of problematic behavior. These interventions include, but are not limited to, counseling, academic assistance, educational support and behavioral support.

GUIDANCE AND COUNSELING IN THE INSTRUCTIONAL PROGRAM

The opportunity for the classroom teacher and/or other appropriate certified staff to provide guidance and counseling are found in the following curriculum areas:

- Family Life
- Health
- Social Decision Making/Problem Solving
- Social Studies
- Science (Problem Solving)
- Study Skills/Work Habits

DISRUPTIVE PUPILS

Board Policy No. 5560

The Board of Education believes that the pupils of this district are entitled to an education free from undue disruption. Pupils who willfully disrupt the educational program shall be subject to the discipline procedure of the North Caldwell School district. Every reasonable effort shall be made to determine and remediate the cause or causes of a chronically disruptive pupil's unacceptable conduct.

Definition of Disruptive Pupil

A pupil who has difficulty establishing good relationships with peers and adult authority figures and who exhibits a pattern of conduct which is in defiance of school rules or regulations and which hinders academic success for other pupils as well as for himself or herself.

Disruptive pupils manifest chronic behaviors which can be described as disruptive to the school environment and their own educational experiences. The following signs may indicate a disruptive pupil in the elementary grades:

- Unsatisfactory grades in citizenship or work habits
- Worsening negative attitude
- Disobedience and willful disregard of rules
- Lack of concern for the rights of others
- Argumentative behavior and truculence
- Disregard for authority
- Fighting with classmates

Procedures

Any of the following steps may be followed, singly or in combination, to deal with the elementary pupil who has been identified as disruptive:

- In-school detention
- Out-of-school suspension
- Use of behavioral modification, as well as other techniques designed to change disruptive classroom behavior
- Intervention by the principal
- Referral to School Psychologist and/or School Social Worker
- Parent-teacher conference
- Referral to Intervention and Referral Services

Educational Program Services

- Modified educational program designed by Intervention and Referral Services committee

- Implementation of conflict resolution techniques
- Enrollment in social skills group
- Child Study Team evaluation as needed
- Special Education services
- School suspension and home instruction

DISAFFECTED PUPILS **Board Policy No. 5550**

The Board of Education believes that the educational needs of all pupils should be served. The Board will make every reasonable effort to identify and serve disaffected pupils whose learning is impeded by environmental circumstances, the pupil's attitude or an inappropriate instructional program.

Definition

A "disaffected pupil" is a pupil who has instructional needs that are not being met by the regular instructional program and who is performing well below his/her social or academic capacity.

Disaffected pupils may include:

- Pupils unable to function properly within a traditional school program
- Pupils of average or above average intelligence and ability who achieve below their potential
- Pupils unable to establish occupational or future goals
- Pupils with a pattern of behavior problems including problems with attendance and tardiness
- Pupils who lack motivation, direction and decision making ability
- Pupils who possess a poor self-image
- Pupils suffering stressful family settings
- Pupils hostile toward adults and authority figures
- Pupils in difficulty with community and law enforcement agencies
- Pupils lacking interest in school and avoiding involvement in school activities

Behavioral Signs

Each pupil's work habits, behavior, products and records will be continually monitored for signs of disaffection by teaching staff members responsible for the pupil's instructional program. Such signs of disaffection might include, but need not be limited to, the pupil's:

- Working below potential set by IQ indicators
- Depressed standard test scores
- Excessive absenteeism or truancy
- Change in personality or work habits

- Marked irritability, lassitude or hyper sensitivity

Procedure

The teacher or other professional staff member who observes signs that a pupil may be Disaffected will confer with the building principal. If it is determined that concern about the pupil's welfare is warranted, the pupil's parent(s) or legal guardian(s) will be called in and made aware of the problems and steps to deal with the pupil's disabling attitude will be discussed/proposed.

Once a pupil is identified as disaffected, steps to offset the effects of disaffection shall be initiated. Steps may include:

- Notification of the parent(s) or legal guardian(s)
- Meeting with the Learning Disabilities Teacher Consultant to assist the classroom teacher to develop and implement classroom strategies that may reduce disaffection
- Building on pupil's strengths to help bolster his/her sense of self-worth
- Social skills group and/or counseling
- Providing instructional alternatives to stimulate the pupil's interest by utilizing such devices as calculators, computers, educational games etc.
- Assigning the pupil to another teacher
- Referring the student to the Intervention and Referral Services committee
- Referring the student to the Child Study Team for evaluation

