

# Phelps County R 3 School

**Board Approved:**  
**Modification Date:**

**Subject:** Guidance and Counseling

**Class Name:** Second Grade

**Unit:** Personal and Social Development

**Duration:** One fifty minute class period

**Show-Me Standards Content:** CA6 & SS6

**Show-Me Standards Process:** G2, #1 & 3 & G4, #1

**Grade Level Expectations:** CG1.A.2, CG1.B.2, CG1.C.2

## **Benchmarks:**

Students in grades K-3 need to be able to conceptualize, verbalize, and understand personal attitudes, feelings, and behavior. Students should be able to develop an awareness of and exposure to the diverse world of work in relation to their interests and skills. They need to understand their role in group processes. This includes self-discipline, following directions, and exhibiting interpersonal relationships in the family, school, and community.

## **Performance Indicators(Local Objective):**

1. Students will be able to express a variety of feelings.
2. Students will be able to identify personal roles in the community.
3. Students will be able to compare and contrast character traits needed for different situations.

## **Activities**

From resources used

## **Assessments**

1. Students will verbally discuss the personal roles they have in their community and discuss the feelings and character traits exhibited in those roles.
2. Each student will complete a personal community role web.
3. Each cooperative learning group will determine Goldilocks' fate. Did she consider the feelings of others and did she demonstrate positive character traits in her decisions?

## **Resources:**

Missouri Comprehensive Guidance Kits & Lessons. Everyone Is Someone Special. I Like Who I Am and It Shows. Self-Esteem. Let's Learn About Magnificent Me. Feelings Inside Me. I'm Glad I'm Me. STRONG Kids Life Skills Program. Emotional Curriculum for Children Grades 1-6 & Strongman Program. Little Foster & His Friends. Thinking, Feeling, Behaving Curriculum. Little Twirps Creative Thinking Workbooks. Character Cubs, Lessons in Character, Character Counts, Character Way K-2. Power of Positive Students Program.

# Phelps County R 3 School

**Board Approved:**  
**Modification Date:**

**Subject:** Guidance and Counseling

**Class Name:** Second Grade

**Unit:** Personal and Social Development

**Duration:** One fifty-minute class period

**Show-Me Standards Content:** CA6 & SS6

**Show-Me Standards Process:** G1 #9, G2 #1 & # 3, G3 #2 & #3, G4 #1

**Grade Level Expectations:** CG2.A.2, CG2.B.2, CG2.C.2

## **Benchmarks:**

Students in grades K-3 need to be able to conceptualize, verbalize, and understand personal attitudes, feelings, and behavior. Students should be able to develop an awareness of and exposure to the diverse world of work in relation to their interests and skills. They need to understand their role in group processes. This includes self-discipline, following directions, and exhibiting interpersonal relationships in the family, school, and community.

## **Performance Indicators(Local Objective):**

1. Students will be able to identify and demonstrate the interpersonal skills needed to make and keep a friend.
2. Students will be able to identify similarities and differences among families and their traditions.
3. Students will be able to identify the steps of solving problems and conflicts with others.

## **Activities**

From Resources Used

## **Assessments**

1. Students will practice friendship skills using the puppets. The teacher and counselor will observe and encourage students to use appropriate friendship skills at all times.
2. Students will discuss the school and family traditions that they take part in doing. Students will complete the "Family Traditions" worksheet accurately. Students will complete a writing activity using "Family Traditions" as a prompt.
3. Students will use one of the problem solving models (i.e. STAR, STFA, or DINOSOLVE) to solve common problems in the classroom. Teacher posts the problem solving steps in the classroom and refers students to them when problems arise.

## **Resources:**

Missouri Comprehensive Guidance Kits & Lesson. Let's Learn about Getting Along with Others. Friendship. Madeline in the Classroom. Helping Children Deal with Communication. Helping Children Deal with Peer Relationships. Puzzle Place Series. Groark Series, Skills for Living. Teaching Conflict Resolution. Peacemaking for Little Friends. Let's Work It Out. Good Friends are Hard to Find. B A-1 Game. The Rainbow Fish & Dazzle the Dinosaur. Getting Along Through Songs. Calico the Colorful Cat. Rainbow Tree Game. Little Twirps Creative Thinking Workbooks, Dealing with Feelings. Let's Talk About Series. Feelings Bingo Game, Feelings Dominoes Game.

<b>Phelps County R-3 School</b>	<b>Board Approved:</b> <b>Modification Date:</b>
<b>Subject: Guidance and Counseling</b>	<b>Class Name: Second Grade</b>
<b>Unit:</b> Personal and Social Development	<b>Duration:</b> One fifty-minute class period
<b>Show-Me Standards Content: CA1 &amp;4, H/PE2, CA6, HPE/5, CA5, H/PE7</b>	
<b>Show-Me Standards Process: G1 #7 &amp; #10, G2 #3, G3 #1, #2, #3, #4, #6, #7, &amp; #8, &amp;G4 #7</b>	
<b>Grade Level Expectations:</b> CG3.A.2, CG3.B.2, CG3.C.2	
<b>Benchmarks:</b> Students in grades K-3 need to be able to conceptualize, verbalize, and understand personal attitudes, feelings, and behavior. Students should be able to develop an awareness of and exposure to the diverse world of work in relation to their interests and skills. They need to understand their role in group processes. This includes self-discipline, following directions, and exhibiting interpersonal relationships in the family, school, and community.	<b>Performance Indicators(Local Objective):</b> 1. Students will be able to practice the steps of problem solving and decision making for personal safety. 2. Students will be able to apply personal safety strategies as they relate to different situations. 3. Students will be able to recognize the effects of life changes or events related to self and others.
<b>Activities</b> From Resources Used	
<b>Assessments</b> 1. Students will discuss how to use the problem-solving models to keep them safe. Counselor will observe students working with safety situations and also assess by the different colored writing on the problem-solving worksheets they complete. 2. Groups work together to develop a skit based on their safety situation using a problem-solving model. Students participate in the performance activity by presenting their skits. 3. Students will examine and produce examples of what is in and not in their control, and practice showing empathy when others face life-changing events. Question & answer session. Teacher and counselor observe student ability to empathize with during the activities.	
<b>Resources:</b> Missouri Comprehensive Guidance Kits & Lessons. My Friend Sneezy. Decision-Making. Split Decisions. Tales and Tails. Helping Children Deal with Decision Making. Dinosolve. Giving Kids a Piece of the Action. Rashunel Reasoner. Sweet Potato Series. Let’s Talk About Series, Children’s Problem Solving Books. Kelly Bear Series. Puzzle Place Social Skills Program, All About Change. Strong Kids Series.	

<b>Phelps County R-3 School</b>	<b>Board Approved:</b> <b>Modification Date:</b>
<b>Subject: Guidance and Counseling</b>	<b>Class Name: Second Grade</b>
<b>Unit: Academic Development</b>	<b>Duration:</b> One fifty-minute class period
<b>Show-Me Standards Content: CA6 &amp; SS6, H/PE2 &amp; CA5</b>	
<b>Show-Me Standards Process: G1 #1, #6, #8, &amp; #10, G2#3, G3, #1, #2, #6, &amp; #7, G4 #1, #4, &amp; #5</b>	
<b>Grade Level Expectations:</b> CG4.A.2, CG4.B.2, CG5.A.2, CG6.A.2	
<b>Benchmarks:</b> Students in grades K-3 need to be able to conceptualize, verbalize, and understand personal attitudes, feelings, and behavior. Students should be able to develop an awareness of and exposure to the diverse world of work in relation to their interests and skills. They need to understand their role in group processes. This includes self-discipline, following directions, and exhibiting interpersonal relationships in the family, school, and community.	<b>Performance Indicators(Local Objective):</b> 1. Students will be able to demonstrate skills needed to complete classroom tasks independently. 2. Students will be able to build individual work habits and study skills that apply to a variety of learning situations. 3. Students will be able to develop strategies to meet increased school expectations. 4. Students will be able to identify goals that lead to learner success.
<b>Activities</b>	
<b>From Resources Used</b>	
<b>Assessments</b>	
1. Students will identify effective work habits. Students will choose two work habits that they personally want to practice for a week. Each day they will self-assess their level of success. Counselor will collect those sheets for review. 2. Students will identify effective work habits. Students will review their progress report on the two work habits that they practiced during the past week. Counselor will collect the charts and review student’s self-reported progress. Students may be referred to the counselor for small group work if they are having difficulty with positive work habits. 3. Students will be able to chart expectations of second-grade students. Students will write a brief paragraph and draw a picture of what is expected of them in second grade. 4. Students will complete an activity page that will demonstrate the ability to identify strategies for goal setting and planning to meet goals that lead to learner success.	

**Resources:**

Missouri Comprehensive Guidance Kits & Lessons. Study Skills I, Bag Bingo: K-3 Study Skills. Try Test Bingo. STRONG Kids Skills Program. How to Improve Your Child's Language & Thinking Skills. Anyone Can Bake a Cake, How to Make Your Child a Better Listener, Power of Positive Students Program, Free the Horses Program.

<b>Phelps County R-3 School</b>	<b>Board Approved:</b> <b>Modification Date:</b>
<b>Subject: Guidance and Counseling</b>	<b>Class Name: Second Grade</b>
<b>Unit:</b> Career Development	<b>Duration:</b> One fifty-minute class period
<b>Show-Me Standards Content: CA3#&amp;4, SS6</b> <b>Show-Me Standards Process: G1, G2, G3, &amp; G4</b>	
<b>Grade Level Expectations:</b> CG7.A.2, CG7.B.2, CG7.C.2, CG8.A.2	
<b>Benchmarks:</b> Students in grades K-3 need to be able to conceptualize, verbalize, and understand personal attitudes, feelings, and behavior. Students should be able to develop an awareness of and exposure to the diverse world of work in relation to their interests and skills. They need to understand their role in group processes. This includes self-discipline, following directions, and exhibiting interpersonal relationships in the family, school, and community.	<b>Performance Indicators(Local Objective):</b> 1. Students will be able to identify new activities and interests to explore. 2. Students will be able to identify the academic skills necessary for workers in the six career paths. 3. Students will be able to explain the importance of jobs and workers in the community. 4. Students will be able to identify and compare roles and responsibilities of workers within the community.
<b>Activities</b>	
<b>From Resources Used</b>	
<b>Assessments</b>	
1. Students will complete the first and second sections of the activity sheet “New Things to Learn & Explore.” Students will then identify the career path(s) that will link them to careers using the link between those activities and interests. 2. Students will complete a worksheet that matches academic skills to corresponding Career Paths. 3. Each Student will write a friendly letter to a community worker expressing appreciation for the work they do and their importance to the community. 4. Students will illustrate the roles, responsibilities, and skills of the community members and write a paragraph that summarizes the importance of those roles, responsibilities, and skills.	
<b>Resources:</b>	
Missouri Comprehensive Guidance Kits & Lessons, Careers, Community Helpers, Career Fun Games, Career Bingo I Game, Career Critters, Picture Me This! Game, Power of Positive Students Program. 1-2-3 Careers for Me. Special People, Richard Scarry’s Busy People. Community Helpers Lotto Game. (Community speakers are invited in to talk with students).	

<b>Phelps County R 3 School</b>	<b>Board Approved:</b> <b>Modification Date:</b>
<b>Subject:</b> Guidance and Counseling	<b>Class Name:</b> Second Grade
<b>Unit:</b> Career Development	<b>Duration:</b> One fifty-minute class period
<b>Show-Me Standards Content:</b> CA4, SS6, & FA1	
<b>Show-Me Standards Process:</b> G1 #10, G2 #6, & G4 #8	
<b>Grade Level Expectations:</b> CG8.B.2, CG9.A.2, CG9.B.2	
<b>Benchmarks:</b> Students in grades K-3 need to be able to conceptualize, verbalize, and understand personal attitudes, feelings, and behavior. Students should be able to develop an awareness of and exposure to the diverse world of work in relation to their interests and skills. They need to understand their role in group processes. This includes self-discipline, following directions, and exhibiting interpersonal relationships in the family, school, and community	<b>Performance Indicators(Local Objective):</b> 1. Students will be able to identify the skills needed by workers in the community. 2. Students will be able to identify personal, ethical, and work habit skills needed for workers in the community. 3. Students will be able to identify and apply the steps to obtain helper jobs within the classroom.
<b>Activities From Resources Used</b>	
<b>Assessments</b>	
1. Students will illustrate the roles, responsibilities, and skills of community members on a silhouette of a worker and write a paragraph that summarizes the importance of those roles, responsibilities, and skills. The completed silhouettes and paragraphs will be bound in the classroom book. 2. Students will demonstrate knowledge of personal, ethical, and work habit skills by indicating personal, ethical and work habit skills on an activity sheet. 3. Students will complete a job application using their knowledge of personal, ethical and work habit skills.	
<b>Resources:</b>	
Missouri Comprehensive Guidance Kits & Lessons. 1-2-3 Careers for Me. Careers. Career & Community Helpers. Special People. Community Helpers. Community Helpers Lotto Game. Career Fun Games. Career I Bingo Game. Career Critters. Power of Positive Students Program. Free the Horses Program.	

<b>Phelps County R 3 School</b>	<b>Board Approved:</b> <b>Modification Date:</b>
<b>Subject:</b> Guidance and Counseling	<b>Class Name:</b> Second Grade
<b>Unit:</b> Career Planning and Exploration	<b>Duration:</b> All year long
<b>Show-Me Standards Content:</b> SS6 & CA6 <b>Show-Me Standards Process:</b> G1, #10, G4, #3, #4, #6, & #8	
<b>Grade Level Expectations:</b>	
<b>Benchmarks:</b> Students in grades K-3 need to be able to conceptualize, verbalize, and understand personal attitudes, feelings, and behavior. Students should be able to develop an awareness of and exposure to the diverse world of work in relation to their interests and skills. They need to understand their role in group processes. This includes self-discipline, following directions, and exhibiting interpersonal relationships in the family, school, and community	<b>Performance Indicators(Local Objective):</b> 1. I know about different jobs in my community. 2. I know about good work habits. 3. I know some reasons why people work. 4. I know people need to work together. 5. I know some things I like to do.
<b>Activities</b> From the Missouri Comprehensive Guidance Kit  <b>Assessments</b> 1. Verbal identification of various jobs during games/activities 2. Teacher Observation 3. Survey Results 4. Question and Answer 5. verbal discussion responses 6. Responses on worksheets	
<b>Resources:</b>  STRONG Kids Life Skills Program. Alphabet Careers. Me and My Job. Belonging: Learning to Be Part of Your Community. Career Fun Games. Special People. Career Bingo I. Career Critters. Picture Me This! Game. Community speakers are invited in to talk with students	

<b>Phelps County R 3 School</b>	<b>Board Approved:</b> <b>Modification Date:</b>
<b>Subject:</b> Guidance and Counseling	<b>Class Name:</b> Second Grade
<b>Unit:</b> Career Planning and Exploration	<b>Duration:</b> All year long
<b>Show-Me Standards Content:</b> SS6 <b>Show-Me Standards Process:</b> G4 #6 & #8	
<b>Grade Level Expectations:</b>	
<p><b>Benchmarks:</b> Students in grades K-3 need to be able to conceptualize, verbalize, and understand personal attitudes, feelings, and behavior. Students should be able to develop an awareness of and exposure to the diverse world of work in relation to their interests and skills. They need to understand their role in group processes. This includes self-discipline, following directions, and exhibiting interpersonal relationships in the family, school, and community</p>	<p><b>Performance Indicators(Local Objective):</b></p> <ol style="list-style-type: none"> <li>1. I know how to work and play with both boys and girls.</li> <li>2. I know that boys and girls can do any classroom job.</li> </ol>
<p><b>Activities</b></p> <p>From the Missouri Comprehensive Guidance Kit</p> <p><b>Assessments</b></p> <ol style="list-style-type: none"> <li>1. Teacher observation, especially during recess and/or during activity interaction</li> <li>2. Behavioral charts/rewards system</li> <li>3. Survey Results</li> <li>4. Participation in classroom job assignments</li> <li>5. Verbal responses to discussion questions</li> </ol>	
<p><b>Resources:</b></p> <p>STRONG Kids Life Skills Program. Alphabet Careers. Me and My Job. Belonging: Learning to Be Part of Your Community. Career Fun Games. Special People. Career Bingo I. Career Critters. Picture Me This! Game. Community speakers are invited in to talk with students</p>	

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<b>Subject: Guidance and Counseling</b>	<b>Class Name: Second Grade</b>
<b>Unit:</b> Career Planning and Exploration	<b>Duration:</b> All year long
<b>Show-Me Standards Content: SS6 &amp; H/PE2</b> <b>Show-Me Standards Process: G1, #10, G 4, #7</b>	
<b>Grade Level Expectations:</b>	
<b>Benchmarks: S</b> Students in grades K-3 need to be able to conceptualize, verbalize, and understand personal attitudes, feelings, and behavior. Students should be able to develop an awareness of and exposure to the diverse world of work in relation to their interests and skills. They need to understand their role in group processes. This includes self-discipline, following directions, and exhibiting interpersonal relationships in the family, school, and community	<b>Performance Indicators(Local Objective):</b> 1. I know about different hobbies, sports, and activities that I can do during my spare time. 2. I know what I like to do for fun.
<b>Activities</b> <b>From the Missouri Comprehensive Guidance Kit</b>  <b>Assessments</b> 1. Identification of various hobbies, sports, and activities during games 2. Verbal discussion responses 3. Responses on worksheets 4. Survey Results 5. Discussion on worksheet assignments 6. Question and answer	
<b>Resources:</b>  STRONG Kids Life Skills Program, Alphabet Careers, Me and my Job, Belonging: Learning to Be a Part of Your Community, Career Fun Games, Special People, Career Bingo I, Career Critters, Picture Me This! Game. Community Speakers are invited in to talk with students.	

<b>Phelps County R-3 School</b>	<b>Board Approved:</b> <b>Modification Date:</b>
<b>Subject: Guidance and Counseling</b>	<b>Class Name: Second Grade</b>
<b>Unit:</b> Knowledge of Self and Others	<b>Duration:</b> All year long
<b>Show-Me Standards Content: CA2, CA6, H/PPE2, H/PE5</b> <b>Show-Me Standards Process: G2, #3, G4, #6, &amp; #7, G1, #6 &amp; 10</b>	
<b>Grade Level Expectations:</b>	
<b>Benchmarks:</b> Students in grades K-3 need to be able to conceptualize, verbalize, and understand personal attitudes, feelings, and behavior. Students should be able to develop an awareness of and exposure to the diverse world of work in relation to their interests and skills. They need to understand their role in group processes. This includes self-discipline, following directions, and exhibiting interpersonal relationships in the family, school, and community	<b>Performance Indicators(Local Objective):</b> 1. I understand and can identify a wide variety of feelings (happy, sad and mad). 2. I know how to express those thoughts and feelings that are important to me. 3. I know how to handle my problems or where to get help. 4. I understand my strengths and talents. 5. I understand and like myself.
<b>Activities</b> From the Missouri Comprehensive Guidance Kit  <b>Assessments</b> Verbal identification of “feelings” during games/activities Responses to drawing activities Choice of appropriate “feeling” during activities/games Responses to worksheet assignments Survey Results Verbal Discussion Responses Question and answer Teacher observation	
<b>Resources:</b> Everyone Is Someone Special, I Like Who I Am and It Shows, Self-Esteem, Let’s Learn About Magnificent Me, Feelings Inside Me, I’m Glad I’m Me, STRONG Kids Life Skills Program, Emotional Curriculum for Children Grades 1-6. Little Foster & His Friends, Helping Children Deal with Self-Concept, Feelings Bingo Game, Project Self-Esteem, Coping: A Guide to Stress Management, Free the Horses Kit. Little Twirps Creative Thinking Workbooks, Dealing with Feelings, 100 Ways to Enhance Self-Concept in the Classroom, Let’s Talk About Series, I Take Responsibility for Me & It Shows. The Other Side of the Report Card: A How-to Do-It Program for Affective Education. Power of Positive Students Kit, Project Self-Esteem, Pickle Jar Bingo.	

<b>Phelps County R-3 School</b>	<b>Board Approved:</b> <b>Modification Date:</b>
<b>Subject:</b> Guidance and Counseling	<b>Class Name:</b> Second Grade
<b>Unit:</b> Knowledge of Self and Others	<b>Duration:</b> All year long
<b>Show-Me Standards Content:</b> CA2, CA6, H/PE2, H/PE5	
<b>Show-Me Standards Process:</b> G1, #6 & #10, G4, #2 & #7	
<b>Grade Level Expectations:</b>	
<b>Benchmarks:</b> Students in grades K-3 need to be able to conceptualize, verbalize, and understand personal attitudes, feelings, and behavior. Students should be able to develop an awareness of and exposure to the diverse world of work in relation to their interests and skills. They need to understand their role in group processes. This includes self-discipline, following directions, and exhibiting interpersonal relationships in the family, school, and community	<b>Performance Indicators(Local Objective):</b> 1. I understand that it is my responsibility to take care of myself 2. I know how to identify positive role models. 3. I know how to identify my needs. 4. I know how to take pride in my accomplishments.
<b>Activities</b>	
From the Missouri Comprehensive Guidance Kit	
<b>Assessments</b>	
1. Responses to worksheet assignments 2. Teacher observation 3. Question and answer 4. Verbal discussion responses 5. Survey Results	
<b>Resources:</b>	
Everyone is Someone Special, I Like Who I Am and It Shows, Self-Esteem, Let's Learn About Magnificent Me, Feelings Inside Me, I'm Glad I'm Me, STRONG Kids Life Skills Program, I Take Responsibility for Me & It Shows.	
Little Foster & His Friends, Helping Children Deal with Self-Concept, Feelings Bingo Game, Thinking Feeling, Behaving Curriculum.	
Little Twirps Creative Thinking Workbooks, Dealing with Feelings, 100 Ways to Enhance self-concept in the Classroom, Let's Talk About Series	

<b>Phelps County R-3 School</b>	<b>Board Approved:</b> <b>Modification Date:</b>
<b>Subject: Guidance and Counseling</b>	<b>Class Name: Second Grade</b>
<b>Unit:</b> Knowledge of Self and Others	<b>Duration:</b> All year long
<b>Show-Me Standards Content: S66, S77, &amp; S7</b> <b>Show-Me Standards Process: G1, #6 &amp; 10, G3, #1 &amp; #3, G3, 2 &amp; 4 &amp; 8, G4, #2 &amp; #4</b>	
<b>Grade Level Expectations:</b>	
<b>Benchmarks:</b> Students in grades K-3 need to be able to conceptualize, verbalize, and understand personal attitudes, feelings, and behavior. Students should be able to develop an awareness of and exposure to the diverse world of work in relation to their interests and skills. They need to understand their role in group processes. This includes self-discipline, following directions, and exhibiting interpersonal relationships in the family, school, and community	<b>Performance Indicators(Local Objective):</b> 1. I know that I can make choices. 2. I know how to come up with many possible choices to settle a problem. 3. I know how to look at my decisions and how to change poor ones. 4. I know how to accept responsibility for my decisions.
<b>Activities</b> <b>From the Missouri Comprehensive Guidance Kit</b>  <b>Assessments</b> Responses to choices given during game/activity interaction Verbal discussion Responses Teacher observation Survey Results Question and answer Responses to worksheet assignments Teacher observation of behavioral chart at the end of the day Reaction of students when behavior is corrected	
<b>Resources:</b>  My Friend Sneazy, Decision Making, Split Decisions. Tales and Tails, Helping Children Deal with Decision Making, Dinosolve, Giving Kids a Piece of the Action, Rashunel Reasoner, Sweet Potato Series, Let’s Talk About Series, Children’s Problem Solving Books, You Can Choose Series.  AIDS Education K-1, Tattle Tales, Classroom Guidance Activities Primary Book	

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<b>Subject: Guidance and Counseling</b>	<b>Class Name: Second Grade</b>
<b>Unit:</b> Knowledge of Self and Others	<b>Duration:</b> All year long
<b>Show-Me Standards Content: SS6</b> <b>Show-Me Standards Process: G1, #10, G2, #2 &amp; #3 G3, #1 G4, #6,</b>	
<b>Grade Level Expectations:</b>	
<b>Benchmarks:</b> Students in grades K-3 need to be able to conceptualize, verbalize, and understand personal attitudes, feelings, and behavior. Students should be able to develop an awareness of and exposure to the diverse world of work in relation to their interests and skills. They need to understand their role in group processes. This includes self-discipline, following directions, and exhibiting interpersonal relationships in the family, school, and community	<b>Performance Indicators(Local Objective):</b> 1. I know how to make and keep friends. 2. I understand that all people are not alike. 3. I know how to get along with both boys and girls. 4. I know how to ask parents, teachers and other adults for help without tattling. 5. I know how to develop good character traits. 6. I know about diversity and multiculturalism.
<b>Activities</b>	
<b>From the Missouri Comprehensive Guidance Kit</b>	
<i>Assessments</i>	
Teacher observation Verbal discussion responses Behavior chart results Survey Results	
<b>Resources:</b>	
Appreciating, Anger Control Training, Thumbs Up on Good Behavior, Bumbles Beebehavior Game, Socialization & Interactions, Let's Learn About Getting Along with Others, Good Friends Are Hard to Find, Too Smart for Trouble. The Rainbow Fish & Dazzle the Dinosaur, Getting Along Through Songs, Teaching Conflict Resolution, Peacemaking for Little Friends, Let's Work It Out, Calico the Colorful Cat, BA1 Game. It's Just Good Manners, The Children's Book of Virtues, The Angry Monster Workbook, Learning About Fairness, The Rainbow Tree Game, Rules of the Realm, Sarafina's Garden, Power Play, Tattle-Tales, Getting Along Curriculum, Skills for Living, Minding Your Manners at School, Solve Conflicts Peaceably Bingo. Character Cubs, Lessons in Character, Character Counts, Adventures from the Book of Virtues Series, Children's Book of Heroes, Character Way K-2. Puzzle Place Series, Attitude Adjustment in a Box.	

<b>Phelps County R-3 School</b>	<b>Board Approved:</b> <b>Modification Date:</b>
<b>Subject: Guidance and Counseling</b>	<b>Class Name: Second Grade</b>
<b>Unit:</b> Knowledge of Self and Others	<b>Duration:</b> All year long
<b>Show-Me Standards Content: H/PE2, H/PE3, H/PE5 &amp; S3</b> <b>Show-Me Standards Process: G3, 1, 2, &amp; 8, G4, 1, &amp; 7</b>	
<b>Grade Level Expectations:</b>	
<b>Benchmarks:</b> Students in grades K-3 need to be able to conceptualize, verbalize, and understand personal attitudes, feelings, and behavior. Students should be able to develop an awareness of and exposure to the diverse world of work in relation to their interests and skills. They need to understand their role in group processes. This includes self-discipline, following directions, and exhibiting interpersonal relationships in the family, school, and community	<b>Performance Indicators(Local Objective):</b> 1. I know what alcohol and other drugs are and what they can do to people. 2. I know how to say “NO” to people who try to get me to use alcohol and other drugs. 3. I know how to deal with the consequences of saying “NO” to my friends. 4. I know who to talk to when I need help.
<b>Activities</b>	
<b>From the Missouri Comprehensive Guidance Kit.</b>  <i>Assessments</i>  Teacher Observation Verbal discussion responses Survey Results	
<b>Resources:</b>	
<b>Healthy Choices, Healthy Lives, DUSO Approach to Preventing Drug Abuse, Health Helpers, Wellness Activities for Children, STRONG Kids Life Skills Program.</b>	

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<b>Subject: Guidance and Counseling</b>	<b>Class Name: Second Grade</b>
<b>Unit:</b> Knowledge of Self and Others	<b>Duration:</b> All year long
<b>Show-Me Standards Content: SS6, H/PE2, H/PE5</b> <b>Show-Me Standards Process: G2, # 2, #3, G3, #1, G4, #3 &amp; 7</b>	
<b>Grade Level Expectations:</b>	
<b>Benchmarks:</b> Students in grades K-3 need to be able to conceptualize, verbalize, and understand personal attitudes, feelings, and behavior. Students should be able to develop an awareness of and exposure to the diverse world of work in relation to their interests and skills. They need to understand their role in group processes. This includes self-discipline, following directions, and exhibiting interpersonal relationships in the family, school, and community	<b>Performance Indicators(Local Objective):</b> 1. I know how to get along with my parents, stepparents, or guardians. 2. I know how to get along with my brother, sister, stepbrother, or stepsister. 3. I know some things that cause problems in families (moving, divorce, death, or unemployment.) 4. I know how to find help when my family has problems. 5. I know how to help with family responsibilities.
<b>Activities</b>	
<b>From the Missouri Comprehensive Guidance Kit.</b>	
<i>Assessments</i>	
Teacher observation Verbal discussion responses Survey Results	
<b>Resources:</b>	
<b>All About Change, Let’s Learn About Getting Along with Others, Responsibility Bingo Game, STRONG Kids Life Skills Program, Puzzle Place Series.</b>	

<p align="center"><b>Phelps County R-3 School</b></p>	<p><b>Board Approved:</b> <b>Modification Date:</b></p>
<p><b>Subject: Guidance and Counseling</b></p>	<p align="center"><b>Class Name: Second Grade</b></p>
<p><b>Unit:</b> Educational and Vocational Development</p>	<p><b>Duration:</b> All year long</p>
<p><b>Show-Me Standards Content: SS6, CA1, &amp; CA6</b> <b>Show-Me Standards Process:</b></p>	
<p><b>Grade Level Expectations:</b></p>	
<p><b>Benchmarks:</b> Students in grades K-3 need to be able to conceptualize, verbalize, and understand personal attitudes, feelings, and behavior. Students should be able to develop an awareness of and exposure to the diverse world of work in relation to their interests and skills. They need to understand their role in group processes. This includes self-discipline, following directions, and exhibiting interpersonal relationships in the family, school, and community</p>	<p><b>Performance Indicators(Local Objective):</b> 1. I know what will be expected of me in my school. 2. I know how to get ready for class. 3. I know how to listen. 4. I know how to ask questions. 5. I know how to start and finish my work well.</p>
<p align="center"><b>Activities</b></p> <p><b>From the Missouri Comprehensive Guidance Kit.</b></p> <p><i>Assessments</i></p> <p>Teacher observation Verbal discussion responses Survey Results</p>	
<p align="center"><b>Resources:</b></p> <p>Study Skills II, Bag Bingo: K-3 Study Skills, Try Test Bingo, STRONG Kids Life Skills Program, How to Improve Your Child's Language &amp; Thinking Skills, Anyone Can Bake a Cake. How to Make Your Child a Better Listener. DUSO Kit.</p>	

<b>Phelps County R 3 School</b>	<b>Board Approved:</b> <b>Modification Date:</b>
<b>Subject: Guidance and Counseling</b>	<b>Class Name: Second Grade</b>
<b>Unit:</b> Educational and Vocational Development	<b>Duration:</b> All year long
<b>Show-Me Standards Content: SS6, SS4, CA1, CA3, M1, S8</b> <b>Show-Me Standards Process: G3, 2, 3, G1, 10, G3, 4</b>	
<b>Grade Level Expectations:</b>	
<b>Benchmarks:</b> Students in grades K-3 need to be able to conceptualize, verbalize, and understand personal attitudes, feelings, and behavior. Students should be able to develop an awareness of and exposure to the diverse world of work in relation to their interests and skills. They need to understand their role in group processes. This includes self-discipline, following directions, and exhibiting interpersonal relationships in the family, school, and community	<b>Performance Indicators(Local Objective):</b> 1. I know what is expected of me in the next grade. 2. I know how to make choices at school that fit my likes and dislikes. 3. I know that all classes (math, science, reading, etc.) are important in jobs and daily living. 4. I know where to go to get help when I have a problem concerning school.
<b>Activities</b>	
<b>From the Missouri Comprehensive Guidance Kit.</b>	
<i>Assessments</i>	
Teacher observation Verbal discussion responses Survey results	
<b>Resources:</b>	
<b>Puzzle Place Series, STRONG Kids Life Skills Program.</b>	