

Phelps County R 3 School	Board Approved: Modification Date:
Subject: Guidance and Counseling	Class Name: Third Grade
Unit: Personal and Social Development	Duration: One fifty-five minute class period
Show-Me Standards Content: SS6, S3 & CA6 Show-Me Standards Process: G1,6, G2, 1, & G4, 3, G3, 4	
Grade Level Expectations: CG1.A.3, CG1.B.3, CG1.C.3	
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 positive characteristics and areas for personal growth. 2. Students will be able to reflect on personal roles at home and at school and identify responsibilities. 3. Students will be able to identify the personal characteristics needed to contribute to the classroom.
Activities From the Comprehensive Guidance Kit & Lessons. Assessments 1. Students will verbally identify characteristics they have, and traits they would like to develop for personal growth. 2. Students will construct a Venn Diagram using a kite theme. The counselor will observe the students as they share with classmates about their favorite roles and responsibilities. 3. Students will complete an activity page coloring apples an appropriate color to illustrate their awareness of their strengths and what areas of personal characteristics they need to strengthen.	
Resources: Little Foster & His Friends, Helping Children Deal with Self-Concept, Feelings Bingo Game, Project Self-Esteem, Coping: A Guide to Stress Management, Feeling Good about Yourself. 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.	

Phelps County R-3 School	Board Approved: Modification Date:
Subject: Guidance and Counseling	Class Name: Third Grade
Unit: Personal and Social Development	Duration: One fifty-five minute class period
Show-Me Standards Content: CA6 & SS6	
Show-Me Standards Process: G1, 5 & 6, G2, 2, & G3, 2, 3, & 7	
Grade Level Expectations: CG2.A.3, CG2.B.3, CG2.C.3	
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 the interpersonal skills necessary to build quality relationships. 2. Students will be able recognize and respect the differences between personal culture and other cultures (diversity lesson). 3. Students will be able to apply the steps of solving problems and conflicts with others.
Activities	
From Resources Used	
Assessments	
1. Students will recognize and use “I messages” in a practice activity. Students will verbally tell how they can apply “I messages” to everyday situations. 2. Students will identify their own culture’s customs and those of others. 3. Students will use one of the problem-solving models to solve common problems in the classroom. The teacher will post the problem-solving steps in the classroom and refer students to them when problems arise.	
Resources:	
Appreciating, Anger Control Training, Thumbs up on Good Behavior, Bumbles the Bee-havior Game, Socialization & Interaction, Let’s Learn about Getting Along with Others, Good Friends Are Hard to Find, Too Smart for Trouble, Manners Matter: Social Skills for Young People. Puzzle Place Series, Calico the Colorful Cat, Getting Along Curriculum, Skills for Living, Attitude Adjustment in a Box, Power Play, BA-1 Game. Children’s Problem-Solving Books, AIDS Education 3, Tattle Tales, Classroom Guidance Activities Primary Book, Dinosolve, My Friend Sneezzy, Rashunel Reasoner, Sweet Potato Series, You Can Choose Series.	

Phelps County R-3 School	Board Approved: Modification Date:
Subject: Guidance and Counseling	Class Name: Third Grade
Unit: Personal and Social Development	Duration: One fifty-five minute class period
Show-Me Standards Content: CA6, SS6, H/PE2, & CA1	
Show-Me Standards Process: G2, 3, G3, 1, 2, 3, 4, 6, 7 & 8, G4, 1 & 7	
Grade Level Expectations: CG3.A.3, CG3.B.3, CG3.C.3	
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 apply effective problem-solving, decision-making, and refusal skills to make safe and healthy life choices at school. 2. Students will be able to identify issues that impact personal safety. 3. Students will be able to identify coping skills for managing life changes or events.
Activities	
From Resources Used	
<i>Assessments</i>	
1. Students will provide kind comments to replace mean comments. Question & Answer. Modeling. Students will practice appropriate ways to get what they want. 2. Observation. Students will practice the ability to define nice, caring things to say to others. Follow-Up Activity: Have students say or write three kind things for any mean or hurtful thing they say to someone. 3. Students will work in groups to determine coping skills to use with life-changing events. They will perform skits for each other and write what they learned from each presentation.	
Resources:	
Choosing: Responsible Decision-Making, Decision-Making, Split Decisions, Tales and Tails, Helping Children Deal with Decision Making, Dinosolve, Giving Kids a Piece of the Action, What Would You Do?, Sweet Potato Series, Let’s Talk About Series, Children’s Problem-Solving Books, You Can Choose Series, Escape from Pirate Island, Living, Sticky Situations. My Friend Sneezy, Rashunel Reasoner. All About Change, Let’s Learn about Getting Along with Others, Responsibility Bingo Game, STRONG Kids Life Skills Program, Puzzle Place Series, Loving, Health Helpers, Wellness Activities for Children.	

Phelps County R-3 School	Board Approved: Modification Date:
Subject: Guidance and Counseling	Class Name: Third Grade
Unit: Academic Development	Duration: One fifty-five minute class period
Show-Me Standards Content: CA6, SS7, & H/PE2, CA1, 4 & 6	
Show-Me Standards Process: G1, 1, 6, 8, & 10, G2, 3, G3, 2, 3, 6, & 7, G4, 1, 4, & 5	
Grade Level Expectations: CG4.A.3,	
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 practice study skills and test-taking strategies. 2. Students will be able to recognize and practice basic time-management and organizational skills for assignments and/or task completion. 3. Students will be able to revise and practice strategies to meet increased school activities. 4. Students will be able to identify education goal-setting and self-assessment skills.
Activities	
From Resources Used	
Assessments	
1. Students complete an inventory that self-assess their ability in study skills, test taking strategies, and basic time management and organizational skills. 2. Students will play a game on study skills, test taking strategies, and basic time management and organizational skills. Students explain the skills and/or the value of performing that skill. 3. Skits performed by students will demonstrate the skills and behaviors used by third-grade students to succeed. 4. Student “Spelling Scores Activity” sheet and student “Spelling Scores Bar Graph” sheet.	
Resources:	
Study Skills III, How to Make Child a Better Listener, STRONG Kids Life Skills Program, How to Improve Your Child’s Language & Thinking Skills, Anyone Can Bake a Cake, The Study Game.	

Phelps County R-3 School		Board Approved: Modification Date:
Subject: Guidance and Counseling		Class Name:
Unit: Career Development	Duration: One fifty-five minute class period	
Show-Me Standards Content: CA3 & 4, & SS6, & FA1		
Show-Me Standards Process: G1 & G4, G2, & G3		
Grade Level Expectations: CG7.A.3, CG7.B.3, CG7.C.3, CG8.A.3		
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 apply the steps to setting short-term and long-term, personal, and educational goals. 2. Students will be able to compare and contrast the academic skills required of workers in the six career paths. 3. Students will be able to recognize the contributions made by workers to the school and community. 4. Students will be able to explain that workers do and need to know in various careers.	
Activities		
From Resources Used		
Assessments		
<ol style="list-style-type: none"> 1. Students will explain, orally and in writing, the step-by-step process of goal setting. Students will complete a written plan of a short-term educational goal. Students will review their weekly goal sheet and evaluate the success of their actions toward accomplishment of their goal. 2. Students will identify, compare, and contrast the academic skills that relate to different jobs/workers, and contributions of community/school workers as demonstrated by collaborative completion of “The Career of A Community Hero.” 3. Students will identify, compare, and contrast the academic skills that relate to different jobs/workers, and contributions of community/school workers as demonstrated by collaborative completion of “The Career of A Community Hero.” 4. Observation of student contributions to discussion. 		
Resources:		
STRONG Kids Life Skills Program, Rappin’ Up Careers, Careers I Know Game, Alphabet Careers, Me & My Job, Belonging, First Look at Careers, Career Fun Games, Career Bingo I, Picture Me This! Game. Community speakers are invited in to talk with students.		

<p align="center">Phelps County R-3 School</p>	<p>Board Approved: Modification Date:</p>
<p>Subject: Guidance and Counseling</p>	<p align="center">Class Name: Third Grade</p>
<p>Unit: Career Development</p>	<p>Duration: One fifty-five minute class period.</p>
<p>Show-Me Standards Content: CA3 & 4, SS6, & FA1 & CA6</p>	
<p>Show-Me Standards Process: G1, 6, 5 & 10, G2, 3, G3, & G4, 1, 3, & 8</p>	
<p>Grade Level Expectations: CG8.B.3, CG9.A.3, & CG9.B.3</p>	
<p>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.</p>	<p>Performance Indicators(Local Objective): 1. Students will be able to gather information regarding training and education for a variety of careers. 2. Students will be able to compare personal, ethical, and work habit skills needed for school success with those of workers in the community. 3. Students will be able to identify and apply the steps to obtain helper jobs within the school.</p>
<p align="center">Activities</p>	
<p>From Resources Used</p>	
<p>Assessments</p>	
<p>1. After interviewing an adult about what they do and need to know to do their job, students will analyze the information they collect and synthesize the worker information.</p>	
<p>2. Students verbally respond to the following questions: Which category does each skill fall? Do skills fall into more than one category? Students will complete a Venn Diagram to compare personal, ethical, and work habits needed for school success to those of workers in the community.</p>	
<p>3. Students will identify the skills that are important in performing helper jobs in the school and the skills that are possessed personally by the student. Students will write a short paragraph to summarize the reasons for their choices.</p>	
<p align="center">Resources:</p>	
<p>STRONG Kids Life Skills Program, Rappin' Up Careers, Careers I Know Game, Alphabet Careers, Me & My Job, Belonging, First Look at Careers, Career Fun Games, Career Bingo I, Picture Me This! Game. Community speakers are invited in to talk with students.</p>	

Phelps County R-3 School	Board Approved: Modification Date:
Subject: Guidance and Counseling	Class Name: Third Grade
Unit: Career Planning and Exploration	Duration: All year long
Show-Me Standards Content: SS6 & CA6 Show-Me Standards Process: G4, 3, G1, 10, G4, 4, G4, 6	
Grade Level Expectations:	
<p>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.</p>	<p>Performance Indicators(Local Objective):</p> <ol style="list-style-type: none"> 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.
Activities	
From the Missouri Comprehensive Guidance Kit.	
<i>Assessments</i>	
<ol style="list-style-type: none"> 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 	
Resources:	
<p>STRONG Kids Life Skills Program, Rappin' Up Careers, Careers I Know Game, Alphabet Careers, Me & My Job, Belonging, First Look at Careers, Career Fun Games, Career Bingo I, Picture Me This! Game. Community speakers are invited in to talk with students.</p>	

Phelps County R 3 School	Board Approved: Modification Date:
Subject: Guidance and Counseling	Class Name: Third Grade
Unit: Career Planning and Exploration	Duration: All year long
Show-Me Standards Content: SS6 Show-Me Standards Process: G4, 6 & 8	
Grade Level Expectations:	
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. I know how to work and play with both boys and girls. 2. I know that boys and girls can do any classroom job.
Activities	
From the Missouri Comprehensive Guidance Kit,	
Assessments	
1. Teacher observation, especially during recess and/or during activities 2. Behavioral charts/rewards system 3. Survey results 4. Participation in classroom job assignments 5. Verbal responses top discussion questions	
Resources:	
STRONG Kids Life Skills Program, Rappin' Up Careers, Careers I Know Game, Alphabet Careers, Me & My Job, Belonging, First Look at Careers, Career Fun Games, Career Bingo I, Picture Me This! Game. Community speakers are invited in to talk with students.	

Phelps County R 3 School	Board Approved: Modification Date:
Subject: Guidance and Counseling	Class Name: Third Grade
Unit: Career Planning and Exploration	Duration: All year long
Show-Me Standards Content: SS6 & H/PE2 Show-Me Standards Process: G1, 10, G4, 7	
Grade Level Expectations:	
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. 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.
Activities	
From the Missouri Comprehensive Guidance Kit.	
<i>Assessments</i>	
1. Identification of various hobbies, sports, and activities during games 2. Verbal discussion responses 3. Responses on worksheets 4. Survey Results 5. Responses on worksheet assignments 6. Question and answer	
Resources:	
STRONG Kids Life Skills Program, Rappin' Up Careers, Careers I Know Game, Alphabet Careers, Me & My Job, Belonging, First Look at Careers, Career Fun Games, Career Bingo I, Picture Me This! Game. Community speakers are invited in to talk with students.	

Phelps County R 3 School		Board Approved:
		Modification Date:
Subject:	Class Name:	
Unit: Knowledge of Self and Others	Duration: All year long	
Show-Me Standards Content: CA2, CA6, H/PE2, & HPE5		
Show-Me Standards Process: G2, 3, G4, 6, G1, 6 & 10 & G4, 7		
Grade Level Expectations:		
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. 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.	
Activities		
From the Missouri Comprehensive Guidance Kit.		
Assessments		
<ol style="list-style-type: none"> 1. Verbal identification of “feelings” during games/activities 2. Responses of drawing activities 3. Choice of appropriate “feeling “during activities/games 4. Responses on worksheet assignments 5. Survey Results 6. Verbal Discussion Responses 7. Question and answer 8. Teacher observation – When there seems to be a problem in this area, the student is referred for individual and/or group counseling. Then self-concept scales are used for assessment. 		
Resources:		
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, Feeling Good About Yourself, Little Twirps Creative Thinking Workbook, 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, DUSO Program, Pickle Jar Bingo.		

Phelps County R-3 School	Board Approved: Modification Date:
Subject: Guidance and Counseling	Class Name: Third Grade
Unit: Knowledge of Self and Others	Duration: All year long
Show-Me Standards Content: CA2, CA6, H/PE2, & H/PE5 Show-Me Standards Process: G1, 6 & 10, G4, 2 & 7	
Grade Level Expectations:	
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. 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.
Activities	
From the Missouri Comprehensive Guidance Kit.	
<i>Assessments</i>	
1. Responses to worksheet assignments 2. Teacher observation 3. Question and answer 4. Verbal discussion responses 5. Survey Results	
Resources:	
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, Feeling Good About Yourself	

Phelps County R-3 School	Board Approved: Modification Date:
Subject: Guidance and Counseling	Class Name: Third Grade
Unit: Knowledge of Self and Others	Duration: All year long
Show-Me Standards Content: SS6, SS7, & S7 Show-Me Standards Process: G1, 3, 6, 10, G3, 1, 3, 2, 4, 8, G4, 1, 2, & 4	
Grade Level Expectations:	
<p>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.</p>	<p>Performance Indicators(Local Objective): 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.</p>
Activities	
From the Missouri Comprehensive Guidance Kit.	
<i>Assessments</i>	
<ol style="list-style-type: none"> 1. Responses to choices given during game/activity interaction 2. Verbal discussion responses/Question and answer 3. Teacher Observation/Responses to worksheet assignments 4. Teacher Observation of behavioral chart results/reward system 5. Reaction of students when behavior is corrected 6. Survey Result 	
Resources:	
<p>Choosing: Responsible Decision-Making, Decision-Making, Split Decisions, Tales and Tails, Helping Children Deal with Decision Making, Dinosolve, Giving Kids a Piece of the Action, What Would You Do?, Sweet Potato Series, Let's Talk About Series, Children's Problem-Solving Books, You Can Choose Series, Escape from Pirate Island, Living, Sticky Situations. AIDS Education 3, Classroom Guidance Activities Primary Book, You Can Choose Series. Fat Albert Series, What Do You Think?, My Friend Sneezy, Rashnel Reasoner.</p>	

Phelps County R-3 School	Board Approved: Modification Date:
Subject: Guidance and Counseling	Class Name: Third Grade
Unit: Knowledge of Self and Others	Duration: All year long
Show-Me Standards Content: SS6 Show-Me Standards Process: G1, 10, G2, 3, 2, G4, 6,	
Grade Level Expectations:	
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. 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 multi-culturalism.
Activities	
From the Missouri Comprehensive Guidance Kit.	
<i>Assessments</i>	
1. Teacher observation 2. Verbal discussion responses 3. Behavior chart results/reward system 4. Survey results	
Resources:	
Appreciating, Anger Control Training, Thumbs Up on Good Behavior, Bumbles the Bee-Havior Game, Socialization & Interaction, Let's Learn About Getting Along with Others, Good Friends Are Hard to Find, Too Smart for Trouble, Manners Matter: Social Skills for Young People. Getting Along Through Songs, Teaching Conflict Resolution, Let's Work It Out, BA-1 Game, Relating to Myself. To People Close to me, To People Throughout the World, Feeling Good about Others: Positive Interactions. It's Just Good Manners, The Children's Book of Virtues, The Angry Monster Workbook, Learning about Fairness, Rules of the Realm, Cooperating, Power Play, Communicating. Tattle Tales, Getting Along Curriculum, Skills for Living, Minding Your Manners at School, Solve Conflicts Peaceably Bingo, Character Counts, Character Cubs, Lessons in Character, Adventures from the Book of Virtues Series, Children's Book of Heroes, Character Way 3-4, Human Race Club, You Can Count on Me, Manners Bingo. Puzzle Place Series, Calico, the Colorful Cat, Getting Along Curriculum, Skills for Living, Attitude Adjustment in a Box.	

Phelps County R-3 School	Board Approved: Modification Date:
Subject: Guidance and Counseling	Class Name: Third Grade
Unit: Knowledge of Self and Others	Duration: All year long
Show-Me Standards Content: H/PE2, 3, & 5, & S3 Show-Me Standards Process: G3, 2, & 8, G4, 7 & 1	
Grade Level Expectations:	
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. 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.
Activities	
From the Missouri Comprehensive Guidance Kit.	
<i>Assessments</i>	
1. Teacher Observation 2. Verbal discussion responses 3. Survey results	
Resources:	
Healthy Choices, Healthy Lives, DUSO Approach to preventing Drug Abuse, Health Helpers, Wellness Activities for Children, STRONG Kids Life Skills Program.	

Phelps County R-3 School	Board Approved: Modification Date:
Subject: Guidance and Counseling	Class Name: Third Grade
Unit: Knowledge of Self and Others	Duration: All year long
Show-Me Standards Content: SS6, H/PE2 & 5 Show-Me Standards Process: G2, 3, 2, G3, 1, G4, 3 &7	
Grade Level Expectations:	
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. 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.
<p style="text-align: center;">Activities</p> From the Missouri Comprehensive Guidance Kit.	
<p style="text-align: center;">Assessments</p> 1. Teacher Observation 2. Verbal discussion responses 3. Survey results	
<p style="text-align: center;">Resources:</p> All About Change, Let’s Learn about Getting Along with Others, Responsibility Bingo Game, STRONG Kids Life Skills Program, Puzzle Place Series, Loving.	

Phelps County R-3 School	Board Approved: Modification Date:
Subject: Guidance and Counseling	Class Name: Third Grade
Unit: Educational and Vocational Development	Duration: All year long
Show-Me Standards Content: SS6, CA1, & CA6 Show-Me Standards Process: G3, 3 & 6, G1, 8, G2, 3, 2, & G4, 5	
Grade Level Expectations:	
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. 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.
Activities From the Missouri Comprehensive Guidance Kit. <i>Assessments</i> 1. Teacher Observation 2. Verbal discussion responses 3. Survey results	
Resources: Study Skills III Bag Bingo: K-3 Study Skills, Try Test Bingo, STRONG Kids Life Skills Program, How to Improve Your Child's Language & Thinking Skills Program, Anyone Can Bake a Cake, The Study Game. DUSO Kit.	

Phelps County R 3 School	Board Approved: Modification Date:
Subject: Guidance and Counseling	Class Name: Third Grade
Unit: Educational and Vocational Development	Duration: All year long
Show-Me Standards Content: SS6, SS4, CA1, CA3, M1, & S8 Show-Me Standards Process: G3, 2, 3, & 4, G1, 10	
Grade Level Expectations:	
<p>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.</p>	<p>Performance Indicators(Local Objective):</p> <ol style="list-style-type: none"> 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.
Activities	
From the Missouri Comprehensive Guidance Kit.	
<i>Assessments</i>	
<ol style="list-style-type: none"> 1. Teacher Observation 2. Verbal discussion responses 3. Survey results 	
Resources:	
Puzzle Place Series, STRONG Kids Life Skills Program	

