

# Clinton-Glen Gardner School District



## Curriculum Management System

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Guidance  
Grade 3  
March 2011

**\* For adoption by all regular education programs as specified and for adoption or adaptation by all Special Education Programs in accordance with Board of Education Policy #2200.**

Board Approved: March 22, 2011

# CLINTON-GLEN GARDNER SCHOOL DISTRICT

## ADMINISTRATION

**Mr. Richard S. Katz, Superintendent/Principal**  
**Mrs. Lisa J. Craft, Business Administrator**  
**Ms. Christine Maines, Assistant Principal**  
**Mrs. Joan Muldoon, Supervisor of Special Services**

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## Acknowledgments

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Writer's Name: Sue Penn

# **Clinton-Glen Gardner School District**

## **Mission**

The mission of the Clinton-Glen Gardner School District is to inspire our students to become contributing members of society who are independent, innovative, life-time learners equipped with the necessary skills to meet the demands of our ever-changing world.

## **Philosophy**

The comprehensive school counseling program of the Clinton-Glen Gardner School District assists students in acquiring and using lifelong skills through the development of personal/social, academic and career skills. Counseling, consultation, crisis management, collaboration, coordination, case management, school counseling curriculum and program evaluation are the primary methods utilized in our school counseling program.

The school counseling program is integral to the educational endeavor. The program is proactive and preventative in its focus. It assists students in acquiring and using lifelong learning skills. School counseling programs are developed by design, focusing on needs, interests, and issues related to the various stages of student growth. The school counseling program reflects the progression of student development Pre-K/Kindergarten through Eighth grade. Competencies based on the standards from the New Jersey Core Curriculum Content Standards for Career Education and the American School Counselor Association National Standards are being implemented.

The primary goal of the school counseling program is to promote and enhance student learning through the three broad and interrelated areas of student development. There is a commitment to individual uniqueness and maximum development in three major areas – personal/social development, academic and career.

School counseling programs employ strategies to:

- Improve personal and social development
- Foster interpersonal communication skills
- Enhance academics
- Enhance the ability to make appropriate choices and decisions and accept the consequences of such decisions
- Foster the coping skills needed to effectively deal with change and resolve conflicts
- Encourage self awareness

- Develop an awareness of individual and cultural differences
- Provide career awareness

The success of the school counseling program depends upon the support of the entire faculty, staff and student services personnel, and is embedded in all content areas. As student advocates, school counselors are committed to participate as members of the educational team. Counselors are recognized as indispensable partners of the instructional staff in the development of good citizens and leaders. The Clinton-Glen Gardner School District collaborates with community resources. It is important that these efforts are implemented in a manner which facilitates the educational process and the full use of school and other community resources on behalf of students and their families.

Within the Clinton-Glen Gardner School District's comprehensive school counseling program, counselors will focus their skills, time and energy on direct service to students, staff and families. The counseling program balances many components. It requires counselors to:

- Deliver individual and small group counseling and large group guidance
- Deliver skill development in academic, career and personal/social areas
- Provide consultation and case management
- Coordinate, manage and evaluate the school counseling program

As student advocates, school counselors participate as members of the educational team. They consult and collaborate with teachers, administrators and families to assist students in being successful personally, academically and vocationally. School counselors are indispensable partners, who in conjunction with the instructional staff, in developing contributing members of society. They advocate on behalf of students and their families, ensuring that school programs facilitate access to the educational process, and offer the opportunity for school success.

School counselors coordinate a school-wide program for all students. They have specialized training and professional licensure to provide counseling services to all students. The school counseling program requires ownership and collaboration among the entire school staff. Counselors provide leadership to help teachers integrate the standards across the curriculum.

***The purpose of a counseling program in a school setting is to promote and enhance the learning process.***

## New Jersey State Department of Education Core Curriculum Content Standards

### **A note about Standards and Cumulative Progress Indicators.**

This document is designed to include the National Standards for School Counseling Programs and the New Jersey Core Curriculum Content Standards for 21<sup>st</sup> Century Life and Careers. The specific standards and strands are indicated after the goals in the Career Development section. A complete copy of the new Core Curriculum Content Standards for 21<sup>st</sup>-Century Life and Careers may be found at:

<https://www13.state.nj.us/NJCCCS/ContentAreaView 21st.aspx>

# **Components of School Counseling Programs**

## **Counseling**

### **Individual Counseling**

The counselor conducts a personal and private interaction with a student in which they work together on a problem or topic of interest. A face-to-face meeting with a counselor provides a student maximum privacy in which to freely explore ideas, feelings and behaviors. Ongoing counseling requires verbal parental consent. School counselors exhibit trust and provide information, always considering actions in terms of the rights, integrity and welfare of students.

Counselors are obligated by law and by ethical standards to report and to refer a case when a person's welfare is in jeopardy. It is a counselor's role to inform an individual of the conditions and limitations under which assistance may be provided. Individual counseling generally addresses the specific concerns of students with presenting needs.

### **Small Group Counseling**

In small group counseling a counselor works with two or more students together. Group discussions may be informal or based on structured learning activities. Group members have an opportunity to learn from each other. The counselor facilitates the giving and receiving of feedback, in order to increase student awareness, gain new knowledge, practice skills and think about possible goals and actions. Group discussions may be problem-centered, where attention is given to particular concerns or problems. Discussions may be growth-centered, where general topics are related to personal and academic development.

## **Consultation**

The counselor as a consultant primarily helps parents and teachers to be more effective in working with others. Consultation helps parents and teachers think through problems and concerns, acquire more knowledge and skill and become more objective and self-confident. The intervention can take place in individual or group conferences through staff development activities or parent informational sessions. The consultation provides information and skills to parents/guardians, teachers and the community to assist them in helping students in personal/social development, academics and career skills.

## **Coordination**

Counselors serve as a liaison between teachers, parents, support personnel and community resources to facilitate successful student development. As student advocates, school counselors seek equitable access to programs and services for all students.

## **School Counseling Curriculum**

This includes the individual, group or classroom activities through which the National Standards for School Counseling Program competencies related to personal/social development, academic skills and career skills are delivered. Teachers and counselors collaborate to integrate activities from the school counseling curriculum into classroom lessons and into school-wide programs.

## **Case Management**

Counselors, in coordination with staff, provide the necessary monitoring of individual student's progress towards achieving success in personal/social, academic and career areas.

## **Summary**

A school counseling program based upon national and state standards helps to provide the elements for all students to achieve success in school. School counselors continuously assess their students' needs to identify barriers and obstacles that may be hindering success and also advocate for programmatic efforts to overcome these barriers.



## Broad Concepts

This document is designed to include the National Standards for School Counseling Programs and the New Jersey Core Curriculum Content Standards for 21<sup>st</sup> Century Life and Careers. The specific standards and strands are indicated after the goals in the Career Development section.

The school counseling program facilitates student development through a continuum in the following domains:

- Personal/social development
- Academic development
- Career development

The broad concepts for each grade level within the domain of each strand are:

### Pre-K/Kindergarten

- Adapt to a learning environment and classroom culture
- Learn to learn
- Form an awareness of areas of interest

### First Grade

- Begin to understand the importance of feelings towards self and others
- Develop a positive attitude toward learning
- Develop interests and hobbies

### Second Grade

- Express feelings and distinguish between appropriate and inappropriate behaviors
- Understand that learning takes effort and persistence
- Develop an awareness of personal abilities and interests

### Third Grade

- Use effort and persistence toward becoming independent learners
- Respect differences in self and others
- Develop positive work habits

### Fourth Grade

- Realize that appropriate and inappropriate behaviors have consequences
- Develop an awareness of how to set goals and make decisions

- Develop a sense of pride in work and achievement

#### **Fifth Grade**

- Articulate feelings of confidence and use communication skills as a growing learner
- Develop an awareness of personal goals
- Recognize rights and responsibilities of self and others

#### **Sixth Grade**

- Interact and work cooperatively using listening and communication skills as a growing learner
- Develop effective coping skills for dealing with problems and learn techniques to manage conflict
- Learn to be successful learners

#### **Seventh Grade**

- Recognize, accept, respect and appreciate differences and understand alternate points of view
- Identify the value of lifelong learning
- Learn about traditional and non-traditional occupations

#### **Eighth Grade**

- Examine future academic options consistent with interests, aptitudes and abilities
- Demonstrate the decision-making process to set personal goals and identify work habits and attitudes necessary in the world of work
- Identify values, attitudes and beliefs

<b>Suggested days of Instruction</b>	<b>Curriculum Management System</b>	<b>Topic: Personal/Social Development</b>	
	<b>Subject/Grade Level:</b> <b>Grade 3</b>	<b>Goal 1:</b> The student will be able to acquire the attitudes, knowledge and interpersonal skills to help them understand and respect self and others. The student will be able to make decisions, set goals and take necessary actions to achieve goals. The student will understand safety and survival skills.	
	<b>Guidance</b>		
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
	<ul style="list-style-type: none"> <li>1.1. Develop a positive attitude toward self as a unique and worthy person.</li> <li>1.2. Identify and express feelings.</li> <li>1.3. Distinguish between appropriate and inappropriate behaviors.</li> <li>1.4. Recognize personal boundaries.</li> <li>1.5. Identify personal strengths.</li> <li>1.6. Understand the need for self-control and how to practice it.</li> <li>1.7. Demonstrate cooperative behavior in groups, including listening to others.</li> <li>1.8. Use manners when communicating.</li> <li>1.9. Learn how to make and keep friends.</li> </ul>	<p><b>Essential Questions:</b></p> <p><b>Competencies:</b> Acquires self-knowledge and interpersonal skills  Apply self-knowledge  Acquire personal safety skills</p>	<p><b>NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels.</b></p> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>1. Provide individual/group counseling sessions to address social/emotional, and learning issues that impact education.</li> <li>2. Serve as a resource for teacher consultation: classroom management, activities, behavior plans, interventions, etc.</li> <li>3. Participate in I&amp;RS and team meetings to review student progress.</li> <li>4. Attend Child Study Team and administrative meetings to review student progress.</li> <li>5. Consult with outside agencies and provide appropriate referrals.</li> <li>6. Serve as a resource for activities for school violence awareness week.</li> <li>7. Collaborate with district personnel to address student needs.</li> <li>8. Stay current with theories and counseling practices by attending workshops, conferences and continuing education.</li> <li>9. Provide conflict resolution opportunities.</li> <li>10. Participate in Red Ribbon Week.</li> <li>11. Serve as a resource for Character Education programs/activities.</li> <li>12. Encourage participation in healthy</li> </ul>

<b>Suggested days of Instruction</b>	<b>Curriculum Management System</b>	<b>Topic: Personal/Social Development</b>	
	<b>Subject/Grade Level:</b> <b>Grade 3</b>	<b>Goal 1:</b> The student will be able to acquire the attitudes, knowledge and interpersonal skills to help them understand and respect self and others. The student will be able to make decisions, set goals and take necessary actions to achieve goals. The student will understand safety and survival skills.	
	<b>Guidance</b>		
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
	<p>1.10. Learn to recognize, accept, respect, and appreciate individual differences.</p> <p>1.11. Learn to recognize and respect differences in various family configurations.</p> <p>1.12. Identify values, attitudes, and beliefs.</p> <p>1.13. Understand change as part of growing and developing.</p> <p>1.14. List resource people in the school and community and identify how to seek their help.</p> <p>1.15. Understand choices and consequences.</p> <p>1.16. Learn and practice coping skills, including managing stress and conflict.</p> <p>1.17. Learn to recognize the difference between situation</p>		<p>afterschool activities.</p> <p>13. Provide opportunities for small group lunches in the guidance office.</p> <p>14. Provide an opportunity for older students to be healthy role models to younger students through outreaches and 1:1 activities.</p> <p><b>Assessment Models:</b> <i>Any of the following could be used as appropriate evaluations of competencies:</i> Student attendance records Student progress reports Student report cards Teacher feedback Parent feedback Administrative feedback Self-report</p> <p><b>Additional Resources:</b></p>

<b>Suggested days of Instruction</b>	<b>Curriculum Management System</b>	<b>Topic: Personal/Social Development</b>	
	<b>Subject/Grade Level:</b> <b>Grade 3</b>	<b>Goal 1:</b> The student will be able to acquire the attitudes, knowledge and interpersonal skills to help them understand and respect self and others. The student will be able to make decisions, set goals and take necessary actions to achieve goals. The student will understand safety and survival skills.	
	<b>Guidance</b>		
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
	<b>The student will be able to:</b> that require peer support and those that require adult/professional help.  1.18. Learn the goal setting process.  1.19. Learn problem-solving and decision-making skills.		

Suggested days of Instruction	Curriculum Management System <u>Subject/Grade Level:</u> <b>Grade 3</b> <b>Guidance</b>	<b>Topic: Academic Development</b>	
		<b>Goal 2:</b> The student will be able to acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span. The student will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college. The student will understand the relationship of academics to the world of work and to life at home and in the community.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
	2.1. Display a positive interest in learning.  2.2. Take pride in work and in achievement.  2.3. Develop feelings of self-esteem.  2.4. Articulate feelings of competence and confidence as a learner.  2.5. Practice organizational techniques.  2.6. Develop a feelings vocabulary.  2.7. Demonstrate how effort and persistence positively affect learning.  2.8. Use communication skills to ask for help.  2.9. Take responsibility for	<b>Essential Questions:</b>  <b>Competencies:</b> Improve academic self-concept  Acquire skills for improving learning  Achieve school success  Improve learning and achieve goals  Relate school to life experiences	<b>NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels.</b>  <b>Activities:</b> <ol style="list-style-type: none"> <li>1. Provide individual/group counseling services to address academic needs of students.</li> <li>2. Serve as a resource for teacher consultation: behavior plans, classroom management, and level of intervention.</li> <li>3. Participate in parent, team, Child Study Team and administrative meetings to review student progress.</li> <li>4. Participate in I&amp;RS meetings.</li> <li>5. Provide crisis intervention services.</li> <li>6. Serve as a resource for district approved programs, including Red Ribbon Week and School Violence Awareness Week.</li> <li>7. Provide referrals to resources in the community.</li> <li>8. Collaborate with teachers.</li> <li>9. Collaborate with colleagues in the district and out of district.</li> </ol> <b>Assessment Models:</b> <i>Any of the following could be used as appropriate evaluations of competencies:</i>

<b>Suggested days of Instruction</b>	<b>Curriculum Management System</b> <b>Subject/Grade Level:</b> <b>Grade 3</b> <b>Guidance</b>	<b>Topic: Academic Development</b>	
		<b>Goal 2:</b> The student will be able to acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span. The student will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college. The student will understand the relationship of academics to the world of work and to life at home and in the community.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
	behavior.  2.10. Work independently as well as cooperatively with other students.  2.11. Develop a broad range of interests and abilities.  2.12. Demonstrate the ability to balance school, studies, extracurricular activities and family life.  2.13. Share knowledge.  2.14. Understand the relationship between classroom performance and success in school.  2.15. Learn time management skills.  2.16. Identify resources available for support.  2.17. Describe what short and		Student attendance records Student report cards Teacher feedback Parent feedback Administrative feedback Self-report  <b>Additional Resources:</b>

<b>Suggested days of Instruction</b>	<b>Curriculum Management System</b> <u><b>Subject/Grade Level:</b></u> <b>Grade 3</b> <b>Guidance</b>	<b>Topic: Academic Development</b>	
		<u><b>Goal 2:</b></u> The student will be able to acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span. The student will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college. The student will understand the relationship of academics to the world of work and to life at home and in the community.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
	long term goals are.  2.18. Learn stress-reducing strategies.		



<b>Suggested days of Instruction</b>	<b>Curriculum Management System</b>	<b>Topic: Career Development</b>	
	<b>Subject/Grade Level:</b> <b>Grade 3</b>	<b>Goal 3:</b> The student will be able to acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career choices. The student will employ strategies to achieve future career success and satisfaction. The student will understand the relationship between personal qualities, education and training and the world of work.	
	<b>Guidance</b>		
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
	<p>3.1. Develop an awareness of personal abilities, skills, interests, and motivations. (9.1.4.a)</p> <p>3.2. Demonstrate how to interact and work cooperatively. (9.1.4.b)</p> <p>3.3. Develop a positive attitude toward work and learning. (9.1.4.b)</p> <p>3.4. Begin to set personal goals. (9.1.4.a)</p> <p>3.5. Develop time management skills. (9.1.4.b)</p> <p>3.6. Describe various careers in the home, community, and school. (9.1.4.a)</p> <p>3.7. Develop skills in areas of interest. (9.1.4.b)</p>	<p><b>Essential Questions:</b></p> <p><b>Competencies:</b> Develop career awareness and employment readiness</p> <p>Acquire career information</p> <p>Acquire knowledge to achieve career goals</p>	<p><b>NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels.</b></p> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1. Support participation in <i>Take Your Child to Work Day</i>.</li> <li>2. Read stories that portray people in various careers.</li> <li>3. Serve as a resource for character education activities and programs.</li> <li>4. Provide opportunities for visitors to share about their career choices.</li> <li>5. Describe the work of family members.</li> <li>6. Encourage participation in healthy afterschool activities.</li> </ol> <p><b>Assessment Models:</b> <i>Any of the following could be used as appropriate evaluations of competencies:</i> Student attendance records Student progress reports Student report cards Teacher feedback Parent feedback Administrative feedback Self-report</p>

<b>Suggested days of Instruction</b>	<b>Curriculum Management System</b> <b>Subject/Grade Level:</b> <b>Grade 3</b> <b>Guidance</b>	<b>Topic: Career Development</b>	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Goal 3:</b> The student will be able to acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career choices. The student will employ strategies to achieve future career success and satisfaction. The student will understand the relationship between personal qualities, education and training and the world of work.	<b>Essential Questions, Conceptual Understandings</b>
	3.8. Develop an awareness of the importance of communication and listening skills. (9.1.8.b)  3.9. Develop interests and hobbies. (9.1.4.a)  3.10. Relate interests and skills to career choices. (9.1.4.a)  3.11. Explore the importance of planning. (9.1.4.a)  3.12. Learn about a variety of traditional and non-traditional occupations. (9.1.8.a)  3.13. Generate respect for individual uniqueness in the workplace. (9.1.4.a)		<b>Additional Resources:</b>