



Pine Grove Area
SCHOOL DISTRICT

Guidance

5th Grade

BOARD APPROVED AUGUST 2007

I. PHILOSOPHY

The philosophy of the middle school guidance curriculum is to promote and enhance all students learning through academic development, career development, and personal/social development. The counseling program is proactive and preventive in focus. The activities are designed to enhance academics, provide career awareness, and encourage self-awareness. Our purpose is to implement programs so that students can develop specific skills and experience learning opportunities to become successful citizens. Our mission is to guarantee all students receive guidance services that are comprehensive in scope and developmental in nature so they achieve success in school and develop into contributing members of society.

II. CORE CONCEPTS

1. Career Planning Portfolios – Updating and maintaining a portfolio to acquire self-knowledge in order to achieve career goals
2. Developing Career Awareness – Become aware of abilities, skills, interests and how they relate to career goals
3. Developing Career Exploration – Become aware of the various ways careers are classified and demonstrate knowledge of career planning process
4. Decision-Making Skills – Ability to understand consequences of decisions and choices and know when peer pressure is influencing a decision
5. Goal Setting – Ability to identify long and short-term goals and ways to achieve those goals
6. Interpersonal Skills - Ability to respect and appreciate individual differences while learning to make and keep friends
7. Self-knowledge – Ability to identify values, attitudes, and beliefs, through development of a positive self-concept
8. Conflict Management Skills – Ability to resolve conflicts peacefully

III. COURSE OF STUDY

A. Course Name: Guidance

B. Grade Level: Fifth Grade

C. Length of Course: 6 Sessions

1. Frequency: Once a Week

2. Duration: 42 minutes

D. Academic Level: Fifth

E. Credits: 0

F. Prerequisites: None

G. Course Description: The 5th grade curriculum will introduce students to career awareness and exploration. They will understand their interests and abilities, learn decision-making, goal setting, and conflict resolution skills. Students will also acquire interpersonal skills and maintain a career planning portfolio.

IV. CONTENT: Guidance Grade 5

CORE CONCEPT 1: Career Planning Portfolio

MAJOR OBJECTIVE: Updating and maintaining a portfolio to acquire self-knowledge in order to achieve career goals

CURRICULUM STANDARD:			
National Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p>PA Standard C-B 2.5 Maintain a career planning portfolio</p>	<p>Counselor will guide student to:</p> <p>Update career portfolios</p> <p>Complete large group career awareness activity and complete interest survey artifact for portfolio</p>	<p>Counselor evaluation of:</p> <p>Student self-assessment of portfolio update</p> <p>Student's oral response(s) and successful portfolio completion</p> <p>Student's written response(s) contained in artifact</p>	<p>PHEEA</p> <p>Internet/computer</p> <p>Books/videos</p>

CONTENT: Guidance Grade 5

CORE CONCEPT 2: Developing Career Awareness

MAJOR OBJECTIVE: Become aware of abilities, skills, interests, and how they relate to career goals

CURRICULUM STANDARD:

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
PA Standard C:A1.3 Students will develop an awareness of personal abilities, skills, interests and motivations	Counselor will guide student to: Complete interest survey and relate it to career goals Be interviewed regarding personal attributes for career planning portfolio	Counselor evaluation of: Student's self-assessment of interest survey results Student's response(s) on interest survey results	PHEEA Internet/computer Books/videos

CONTENT: Guidance Grade 5

CORE CONCEPT 3: Developing Career Exploration

MAJOR OBJECTIVE: Become aware of the various ways careers are classified and demonstrate knowledge of career planning process

CURRICULUM STANDARD:

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
PA Standard C:A1.2 Students will learn about a variety of traditional and non-traditional occupations	Counselor will guide student to: Participate in class discussion and group activity to explore a variety of occupations Complete an artifact on traditional and non-traditional occupations	Counselor evaluation of: Whole class discussion and completed artifact Student's completed artifact and group activity	PHEEA Internet/computer Books/videos
PA Standard C:B1.4 Students will know the various ways in which occupations are classified	Counselor will guide student to: Learn about career clusters	Counselor evaluation of: Student performance during activity Student's knowledge of career clusters during oral discussion	PHEEA Internet/computer Books/videos

CONTENT: Guidance Grade 5

CORE CONCEPT 4: Decision-Making Skills

MAJOR OBJECTIVE: Ability to understand consequences of decisions and choices and know when peer pressure is influencing a decision

CURRICULUM STANDARD:			
State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
PA Standard B1.2 Understand consequences of decisions and choices	Counselor will guide student to: Discuss choices and decision-making Demonstrate steps involved in making decisions in small group activity	Counselor evaluation of: Student responses during small group activity Student's ability to list steps in making healthy decisions	PHEEA Internet/computer Books/videos
PA Standard B1.9 Know when peer pressure is influencing a decision	Counselor will guide student to: Discuss peer pressure Engage in small group discussion to discuss examples of peer pressure Brainstorm a list of strategies that they can use if faced with peer pressure Demonstrate ways to say "no" to negative peer pressure	Counselor evaluation of: Counselor assessment of group discussion and generated list of strategies Student exploration and identification of strategies developed to deal with peer pressure Student demonstration to say "no" to negative peer pressure	PHEEA Internet/computer Books/videos

CONTENT: Guidance Grade 5

CORE CONCEPT 5: Goal-setting

MAJOR OBJECTIVE: Ability to identify long and short-term goals and ways to achieve these goals

CURRICULUM STANDARD:

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
PA Standard B1.9 Identify long and short-term goals	Counselor will guide student to: Identify long and short-term goals in individual interview with counselor Develop a written plan to achieve a short and long-term goal	Counselor evaluation of: Appropriate goal setting in student written plans Student self-assessment of achievement and/or progress towards set goals	PHEEA Internet/computer Books/videos

CONTENT: Guidance Grade 5

CORE CONCEPT 6: Interpersonal Skills

MAJOR OBJECTIVE: Ability to respect and appreciate individual differences while learning to make and keep friends

CURRICULUM STANDARD:

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
PA Standard A2.2 Recognize, accept, respect and appreciate individual differences	Counselor will guide student to: Participate in Sensitivity Training and demonstrate the need for accepting diversity in order to get along with each other	Counselor evaluation of: Student's response(s) and successful completion of training Student's self-assessment in becoming more sensitive to accepting differences	PHEEA Internet/computer Books/videos
PA Standard A2.8 Learn how to make and keep friends	Counselor will guide student to: Learn steps in making friends Demonstrate through role-playing the steps in making friends	Counselor evaluation of: Student's ability to apply steps in making friends during role-playing Student's knowledge of skills during role-play scenarios	PHEEA Internet/computer Books/videos

CONTENT: Guidance Grade 5

CORE CONCEPT 7: Self-knowledge

MAJOR OBJECTIVE: Ability to identify values, attitudes, beliefs, through development of a positive self-concept

CURRICULUM STANDARD:

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p>PA Standard A1.1 Students will develop a positive attitude toward self as a unique and worthy person</p>	<p>Counselor will guide student to:</p> <p>Discuss strategies for improving self-concept</p> <p>Participate in small and large group activities/discussion to share information about themselves</p>	<p>Counselor evaluation of:</p> <p>Student's knowledge of strategies discussed</p> <p>Student's ability to discuss and apply strategies</p> <p>Student responses in small and large group discussions</p>	<p>PHEEA</p> <p>Internet/computer</p> <p>Books/videos</p>
<p>PA Standard A1.10 Students will identify personal strengths and assets</p>	<p>Counselor will guide student to:</p> <p>Participate in class discussion about positive qualities and strengths</p> <p>Complete a list of positive qualities and strengths about self on worksheet</p>	<p>Counselor evaluation of:</p> <p>Student strength lists</p> <p>Student's ability to complete strength list</p> <p>Student's participation in group discussion</p>	<p>PHEEA</p> <p>Internet/computer</p> <p>Books/videos</p>

CONTENT: Guidance Grade 5

CORE CONCEPT 8: Conflict Management Skills

MAJOR OBJECTIVE: Ability to resolve conflicts peacefully

CURRICULUM STANDARD:

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
PA Standard PB1.3 Students will identify alternative solutions to problems	Counselor will guide student to: Identify underlying causes of teasing and learn techniques for dealing with teasing and bullying Complete a bullying pre-test	Counselor evaluation of: Class discussion and participation Bully pre-test and knowledge techniques	PHEEA Internet/computer Books/videos
PA Standard C:C2.2 Students will learn to use conflict management skills with peers and adults	Counselor will guide student to: See a presentation on Peer Mediation and become familiar with the steps in the process Participate in class discussion to list examples of conflicts and identify and practice strategies to resolve conflicts	Counselor evaluation of: Students assessment of knowledge of mediation steps Counselor assessment of increase participation in mediation process Counselor assessment of student responses during group discussion about conflict	Peer Mediators conduct presentation Peer Mediation resources and materials

V. EXPECTED LEVELS OF ACHIEVEMENT

Achievement levels for guidance will not be calculated as a report card grade. These concepts will be assessed by teacher, counselor and parent observation of student participation, cooperation, and knowledge acquired and demonstrated during the various activities.