

NEW MILFORD PUBLIC SCHOOLS
New Milford, Connecticut



Developmental Guidance Grades K-2

June 2015

BOE Approved June 2016

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New Milford's Mission Statement

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

New Milford Public Schools

Committee Member(s): Heliett Sanchez, Kathy Mannion, Lisa Tarsa, and Ashley Vinhateiro	Course/Subject: Developmental Guidance Grade Level: K-2
Unit Title: Developmental Guidance K-2	
Identify Desired Results	
Common Core Standards	
<ul style="list-style-type: none"> • Personal/Social Content Standard 7: Respect Self and Others (Connecticut School Counselors Association (CSCA)) 	
Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> • Learners will acquire the attitudes, knowledge and interpersonal skills to help them understand and respect self and others. Concepts include, but are not limited to, developing positive relationships, respect for others and effective communication. 	<ul style="list-style-type: none"> • What is needed to understand self and respect self and others?
Expected Performances What students should know and be able to do	
Students will: <ul style="list-style-type: none"> • Identify and express feelings • Share feelings and listen to others • Identify and illustrate positive characteristics of themselves • Identify skills used for positive interpersonal relations • Acknowledge needs of others and behave accordingly • Discuss manners and the role they play in building friendships • Recognize likenesses and differences in self and others • Demonstrate ways to make and keep friends • Describe family members' roles and responsibilities 	
Character Attributes	
<ul style="list-style-type: none"> • Respect • Responsibility • Compassion • Cooperation 	

Technology Competencies

- Select and use technology resources to access information and accomplish a variety of tasks such as:
 - Interactive SMARTBoard activities
 - Video clips
 - Books online
 - DVD

Develop Teaching and Learning Plan

Teaching Strategies:

- Teacher will facilitate discussions/activities about Respect, Responsibility, Compassion, Cooperation
- Teacher will model expected and unexpected behaviors within an activity
 - Body in the group
- Teachers will facilitate a discussion/activity about student differences
- Teacher will facilitate a discussion/activity about self respect
- Teacher will facilitate a discussion/activity about feelings
- Teacher will introduce characteristics of friendship
- Teacher will generate discussion about positive interpersonal skills
 - Tone of voice
 - Conversational skills

Learning Activities:

- Students will participate in classroom discussions
- Students will participate in activities such as (i.e. written/drawn responses, verbal responses, worksheets or role play):
 - Modeling expected and unexpected behaviors
 - Students will define what it means to keep their bodies in a group
 - Name ways that they are alike and different from their peers
 - Identify a way to be self-respectful through self care
 - Identify basic feelings everyone has and demonstrate by role playing
 - Identify or demonstrate characteristics of being a good friend
 - Students will role play appropriate conversational skills and tone of voice

Assessments

Performance Task(s)	Other Evidence
Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Application that is functional in a classroom context to evaluate student achievement of desired results
Goal: Role: Audience:	<ul style="list-style-type: none"> ● Successful completion of activity through observation ● Participation in discussion/activity <ul style="list-style-type: none"> ○ See activities listed above

Situation:

Product or Performance:

Standards for Success:

Suggested Resources

- *On Monday When it Rained* by Cheryl Kachenmeister
- *Lucy and the Bully* by Claire Alexander
- *Matt and Molly Stories*
- *How Full is Your Bucket for kids* by Tom Rath and Mary Reckmeyer
- *David Gets in Trouble* by David Shannon
- *David Goes to School* by David Shannon
- *No David* by David Shannon
- *Froggy Goes to School* by Jonathon London
- *My Mouth is a Volcano* by Julia Cook
- *When Sophie Gets Angry- Really, Really Angry* by Molly Bang
- *How to Lose All Your Friends* by Nancy Carlson
- *Alexander and the Terrible, Horrible, No Good, Very Bad Day* by Judith Viorst
- *Ryan Respects* by Virginia Kroll
- *Andy and His Yellow Frisbee* by Mary Thompson
- *Too Loud Lily* by Sofie Laguna
- *Wilson Sat Alone* by Debra Hess
- *Since We're Friends an Autism Picture Book* by Celeste Shally
- *Groark Learns About Prejudice, Popcorn Park* (www.goodcharacter.com) Video
- *The Ugly Caterpillar* by Carl Sommer

New Milford Public Schools

Committee Member(s): Heliett Sanchez, Kathy Mannion, Lisa Tarsa, and Ashley Vinhateiro	Course/Subject: Developmental Guidance Grade Level: K-2
Unit Title: Developmental Guidance K-2	
Identify Desired Results	
Common Core Standards	
<ul style="list-style-type: none"> • Academic Content Standard 1: Skills for Learning 	
Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> • Learners will demonstrate the ability to perform successfully in school, and in the broader community. Concepts include, but are not limited to, positive behavior and motivation, and responsibility for school success. 	<ul style="list-style-type: none"> • What skills, knowledge and attitudes are needed to be an effective learner in school and across the life span?
Expected Performances What students should know and be able to do	
Students will: <ul style="list-style-type: none"> • State reasons for listening • State the importance of learning • Practice effective speaking, listening and inquiry skills • Demonstrate awareness of the relationship between learning and effort • Work independently and with others • Work with and without supervision • Review and expand upon skills needed to learn in school • Demonstrate the relationship between effort and learning 	
Character Attributes	
<ul style="list-style-type: none"> • Responsibility • Cooperation • Perseverance 	
Technology Competencies	

- Select and use technology resources to access information and accomplish a variety of tasks such as:
 - Interactive SMARTBoard activities
 - Video clips
 - Books online
 - DVD

Develop Teaching and Learning Plan

<p>Teaching Strategies:</p> <ul style="list-style-type: none"> • Teacher will facilitate discussions/activities about Responsibility, Cooperation and Perseverance • Teacher will facilitate a discussion/activity about what are appropriate classroom behaviors (within a group and independently) • Teacher will facilitate a discussion about appropriate, on-topic, responses • Teacher will facilitate a discussion/activity whole body listening • Teacher will introduce and expand upon the relationship between effort and learning 	<p>Learning Activities:</p> <ul style="list-style-type: none"> • Students will participate in classroom discussions • Students will participate in activities such as (i.e. written/drawn responses, verbal responses, worksheets or role play): <ul style="list-style-type: none"> ○ Demonstrate the ability to give an appropriate response to a question/topic ○ Demonstrate whole body listening. Answer questions about what whole body listening looks like ○ Students will list skills required to work independently and cooperatively ○ Students will give examples of the effort leading to success
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Assessments

Performance Task(s)	Other Evidence
Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Application that is functional in a classroom context to evaluate student achievement of desired results
Goal: Role: Audience: Situation: Product or Performance: Standards for Success:	<ul style="list-style-type: none"> • Successful completion of activity through observation • Participation in discussion/activity <ul style="list-style-type: none"> ○ See activities listed above

Suggested Resources

- *Listening Larry at School* by Kristen Wilson and Elizabeth Sautter
- *Listening Larry at Home* by Kristen Wilson and Elizabeth Sautter
- *Listen Buddy* by Helen Lester
- *Buddy Learns to Listen* by Boulden Publishing
- *Miss Nelson is Missing* by Harry Allard
- *The Little Engine That Could*

New Milford Public Schools

Committee Member(s): Heliett Sanchez, Kathy Mannion, Lisa Tarsa, and Ashley Vinhateiro	Course/Subject: Developmental Guidance Grade Level: K-2 # of Weeks:
Unit Title: Developmental Guidance K-2	
Identify Desired Results	
Common Core Standards	
<ul style="list-style-type: none"> • Academic Content Standard 2: School Success • Academic Content Standard 3: Academics to Life Success 	
Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> • Learners will prepare themselves academically to choose from a range of choices following graduation. Concepts include, but are not limited to, self-understanding and development, educational planning and choices and consequences. • Learners will analyze the influence of academics to their many life roles. Concepts include, but are not limited to, successful transitioning through life stages and making connections between educational performance and career options. 	<ul style="list-style-type: none"> • What kind of academic preparation is essential to choose from a wide range of substantial postsecondary options, including college? • What is the relationship of academics to the world of work and to life at home and in the community?
Expected Performances What students should know and be able to do	
Students will: <ul style="list-style-type: none"> • State reasons why self-control is important to school success • Describe how learning encourages independence • Demonstrate a sense of belonging • Practice self control and individual responsibility • Apply classroom and school rules • Follow instructions and complete assignments • Assert boundaries, rights and privacy • Understand the importance of classroom success to future success • Describe how reading, writing and math are fundamental to life • Demonstrate cooperation by taking turns in the classroom 	

- Explore what it means to belong to a school community

Character Attributes

- Respect
- Responsibility
- Integrity
- Citizenship

Technology Competencies

- Select and use technology resources to access information and accomplish a variety of tasks such as:
 - Interactive SMARTBoard activities
 - Video clips
 - Books online
 - DVD

Develop Teaching and Learning Plan

Teaching Strategies:

- Teacher will facilitate a discussion about why self-control is important
- Teacher will introduce the concept and importance of boundaries (i.e. personal space)
- Teacher will introduce and review classroom and school rules
 - Expected and Unexpected Behaviors
 - Voice Volume
- Teachers will facilitate a discussion about students doing their best in school and why it is important to their future success
- Teacher will facilitate a discussion about what it means to be a part of a community (school, home, town, neighborhood, state)

Learning Activities:

- Students will participate in classroom discussions
- Students will participate in activities such as (i.e. written/drawn responses, verbal responses, worksheets or role play):
 - Students will identify ways to show self-control
 - Students will demonstrate an understanding of their own personal space and that of others
 - Students will name classroom and school rules through a guided activity
 - Students will identify successes/accomplishments and how they've achieved them
 - Students will demonstrate cooperation by participating in a turn taking activity
 - Student will identify roles in different communities
 - Students will identify expected and unexpected behaviors
 - Student will identify appropriate voice volume in different situations

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Assessments	
Performance Task(s) Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Other Evidence Application that is functional in a classroom context to evaluate student achievement of desired results
<p>Goal:</p> <p>Role:</p> <p>Audience:</p> <p>Situation:</p> <p>Product or Performance:</p> <p>Standards for Success:</p>	<ul style="list-style-type: none"> • Successful completion of activity through observation • Participation in discussion/activity <ul style="list-style-type: none"> ○ See activities listed above
Suggested Resources	
<ul style="list-style-type: none"> • <i>Personal Space Camp</i> by Julia Cook • <i>I am a good citizen</i> by Salzmann • <i>Mayor for the Day</i> by Carl Sommer • <i>Madam President</i> by Nicolle Wallace • <i>When Sophie Gets Angry- Really, Really Angry</i> by Molly Bang • <i>Good Citizen Sarah</i> by Virginia Kroll • <i>Career Day</i> by Anne Rockwell • <i>Too Loud Lily</i> by Sophie Lagune 	

New Milford Public Schools

Committee Member(s): Heliett Sanchez, Kathy Mannion, Lisa Tarsa, and Ashley Vinhateiro	Course/Subject: Developmental Guidance Grade Level: K-2
Unit Title: Developmental Guidance K-2	
Identify Desired Results	
Common Core Standards	
<ul style="list-style-type: none"> • Career Content Standard 4: Investigate Careers • Career Content Standard 5: Career Success 	
Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> • Learners will demonstrate the skills to make career choices in relation to knowledge of self and knowledge of the world of work. Concepts include, but are not limited to, career readiness, locating and evaluating career resources, and understanding the global workplace. • Learners will apply strategies to achieve future career success and satisfaction. Concepts include, but are not limited to, career preparation, assessment of skills and personal qualities, and development of an interest-driven success plan. 	<ul style="list-style-type: none"> • What skills are needed to investigate the world of work? • What skills are needed to achieve future career success and satisfaction?
Expected Performances What students should know and be able to do	
Students will: <ul style="list-style-type: none"> • Identify personal likes and dislikes • Demonstrate awareness of jobs found in school and in the home • Describe why work is important • Identify the work of a student • Describe the work of family members • Discuss responsibilities they have at school and in the home • List skills they have developed • Define the terms work/career 	
Character Attributes	

Technology Competencies	
<ul style="list-style-type: none"> ● Select and use technology resources to access information and accomplish a variety of tasks such as: <ul style="list-style-type: none"> ○ Interactive SMARTBoard activities ○ Video clips ○ Books online ○ DVD 	
Develop Teaching and Learning Plan	
<p>Teaching Strategies:</p> <ul style="list-style-type: none"> ● Teacher will define work and career ● Teacher will generate a discussion about personal likes and dislikes and how they might relate to a job ● Teachers will facilitate a discussion/activity about the importance of different jobs (both in school and at home) ● Teachers will generate a discussion about student responsibilities and work at school and at home ● Teacher will facilitate a discussion about the skills necessary for different careers 	<p>Learning Activities:</p> <ul style="list-style-type: none"> ● Students will participate in classroom discussions ● Students will participate in activities such as (i.e. written/drawn responses, verbal responses, worksheets or role play): <ul style="list-style-type: none"> ○ Students will list reasons why someone chooses a particular job/career ○ Students will identify factors important in career choice ○ Student will discuss various roles they have at home and at school ○ Students will identify how likes/dislikes relate to career choice

Assessments	
Performance Task(s)	Other Evidence
Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Application that is functional in a classroom context to evaluate student achievement of desired results
Goal: Role: Audience: Situation: Product or Performance: Standards for Success:	<ul style="list-style-type: none"> ● Successful completion of activity through observation ● Participation in discussion/activity <ul style="list-style-type: none"> ○ See activities listed above

Suggested Resources	
<ul style="list-style-type: none">• <i>Career Day</i> by Anne Rockwell• <i>Berenstain Bears: Jobs Around Town</i> by Stan and Jan Berenstain• <i>When I Grow Up</i> by Mike Berenstain• <i>When I Grow Up</i> by Al Yankovic• <i>When I Grow Up</i> by Mercer Mayer	

New Milford Public Schools

Committee Member(s): Heliett Sanchez, Kathy Mannion, Lisa Tarsa, and Ashley Vinhateiro	Course/Subject: Developmental Guidance Grade Level: K-2
Unit Title: Developmental Guidance K-2	
Identify Desired Results	
Common Core Standards	
<ul style="list-style-type: none"> • Career Content Standard 6: Relationship between School and Work 	
Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> • Learners will demonstrate knowledge of the factors involved in career decision making. Concepts include, but are not limited to, student responsibilities, educational planning, self-assessment and career pathways. 	<ul style="list-style-type: none"> • What is the relationship between personal qualities, education and training and the world of work?
Expected Performances What students should know and be able to do	
Students will: <ul style="list-style-type: none"> • List personal likes and dislikes related to a given set of tasks • Identify personal qualities, strengths and weaknesses • Describe how they see themselves • Describe how they are seen by others • Discuss “wants” versus “needs” as related to work and income 	
Character Attributes	
<ul style="list-style-type: none"> • Responsibility • Self-Respect 	
Technology Competencies	
<ul style="list-style-type: none"> • Select and use technology resources to access information and accomplish a variety of tasks such as: <ul style="list-style-type: none"> ○ Interactive SMARTBoard activities ○ Video clips ○ Books online ○ DVD 	
Develop Teaching and Learning Plan	

<p>Teaching Strategies:</p> <ul style="list-style-type: none"> • Teacher will generate a discussion about likes and dislikes related to specific tasks • Teacher will facilitate a discussion about individuals personal qualities, strengths and weaknesses • Teacher will lead a discussion about how individuals see themselves versus how others see them • Teacher will facilitate a discussion about wants versus needs 	<p>Learning Activities:</p> <ul style="list-style-type: none"> • Students will participate in classroom discussions • Students will participate in activities such as (i.e. written/drawn responses, verbal responses, worksheets or role play): <ul style="list-style-type: none"> ○ Students will discuss likes and dislikes related to specific tasks ○ Students will identify personal qualities, strengths and weaknesses ○ Students will discuss how they see themselves versus how others see them ○ Students will identify differences between needs and wants
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Assessments	
Performance Task(s) Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Other Evidence Application that is functional in a classroom context to evaluate student achievement of desired results
<p>Goal:</p> <p>Role:</p> <p>Audience:</p> <p>Situation:</p> <p>Product or Performance:</p> <p>Standards for Success:</p>	<ul style="list-style-type: none"> • Successful completion of activity through observation • Participation in discussion/activity <ul style="list-style-type: none"> ○ See activities listed above
Suggested Resources	
<ul style="list-style-type: none"> • <i>I'm Gonna Like Me</i> by Jamie Lee Curtis and Laura Cornell • <i>I Accept You As You Are</i> by D Parker • <i>Ricky</i> by Guido VanGenechten • <i>Wings</i> by Christopher Meyers • <i>Stand Tall, Molly Lou Melon</i> by Patty Lovell and David Catrow • <i>Odd Velvet</i> by Mary Witcomb • <i>Young Champions</i> by Linda Barr • <i>It's Okay to be Different</i> by Todd Parr • <i>I Think, I Am!</i> by Louise Hay 	

New Milford Public Schools

<p>Committee Member(s): Heliett Sanchez, Kathy Mannion, Lisa Tarsa, and Ashley Vinhateiro</p> <p>Unit Title: Developmental Guidance K-2</p>	<p>Course/Subject: Developmental Guidance Grade Level: K-2</p>
Identify Desired Results	
Common Core Standards	
<ul style="list-style-type: none"> • Personal/Social Content Standard 8: Goal Setting and Attainment 	
<p>Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)</p>	<p>Essential Questions Inquiry used to explore generalizations</p>
<ul style="list-style-type: none"> • Learners will demonstrate the ability to make decisions, set goals and to take necessary action to achieve the goals. Concepts include, but are not limited to, goal setting, criteria for decision making, and understanding outside influences on setting priorities. 	<ul style="list-style-type: none"> • What are the necessary steps for decision making and goal attainment?
<p>Expected Performances What students should know and be able to do</p>	
<p>Students will:</p> <ul style="list-style-type: none"> • Define an individual and group goal • Discuss how making choices is part of problem solving and decision making • Analyze the outcomes and possible consequences of a set of given decisions • Develop a plan to improve a work habit • Demonstrate when, where and how to seek help for solving problems • Know when peer pressure is influencing a decision 	
Character Attributes	
<ul style="list-style-type: none"> • Integrity • Loyalty • Perseverance • Courage • Responsibility • Cooperation 	
Technology Competencies	
<ul style="list-style-type: none"> • Select and use technology resources to access information and accomplish a 	

variety of tasks such as:

- Interactive SMARTBoard activities
- Video clips
- Books online
- DVD

Develop Teaching and Learning Plan

Teaching Strategies:

- Teacher will define what is a goal
- Teacher will facilitate a discussion about goal planning
- Teacher will generate a discussion related to problem solving and seeking help
 - Ant/Elephant Size Problems
- Teacher will facilitate a discussion about how the influence of peers can effect decision making
- Teacher will generate a discussion about how choices have consequences

Learning Activities:

- Students will participate in classroom discussions
- Students will participate in activities such as (i.e. written/drawn responses, verbal responses, worksheets or role play):
 - Students will use "I" statements to address problem solving
 - Students will identify a personal goal and steps to achieve it
 - Students will identify choices with various outcomes

Assessments

Performance Task(s)	Other Evidence
Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Application that is functional in a classroom context to evaluate student achievement of desired results
Goal: Role: Audience: Situation: Product or Performance: Standards for Success:	<ul style="list-style-type: none"> ● Successful completion of activity through observation ● Participation in discussion/activity <ul style="list-style-type: none"> ○ See activities listed above

Suggested Resources

- *Courage* by Bernard Waber
- *The Empty Pot* by Demi
- *The Brand New Kid* by Katie Couric
- *The Band-Aid Chicken* by Becky Rangel Henton
- *Say No With Pride* by Guidance Systems (video)
- *Stay Away From Rat Boy* by Laurie Lears

- *Kelso's Choices* (kelsoschoice.com/)
- "Cooperation" You Can Choose Video series

New Milford Public Schools

Committee Member(s): Heliett Sanchez, Kathy Mannion, Lisa Tarsa, and Ashley Vinhateiro Unit Title: Developmental Guidance K-2	Course/Subject: Developmental Guidance Grade Level: K-2
Identify Desired Results	
Common Core Standards	
<ul style="list-style-type: none"> • Personal/Social Content Standard 9: Survival and Safety Skills 	
Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> • Learners will demonstrate the proper application of safety and survival skills to their personal and physical well-being. Concepts include, but are not limited to, the influence of peer pressure, communication and conflict resolution skills, and anger management. 	<ul style="list-style-type: none"> • What are safety and survival skills for students?
Expected Performances	
What students should know and be able to do	
Students will: <ul style="list-style-type: none"> • Acquire knowledge of personal information, such as home phone, address, 911, etc • Describe appropriate and inappropriate physical contact • Describe aspects of a safe environment • List situations that would require them to seek help • Identify resource people in school and community and demonstrate how to ask for help • Understand qualities that are helpful in making good friends • Demonstrate healthy ways of dealing with conflicts • Learn techniques for managing stress 	
Character Attributes	
<ul style="list-style-type: none"> • Respect • Responsibility • Courage • Honesty • Loyalty 	

Technology Competencies
<ul style="list-style-type: none"> ● Select and use technology resources to access information and accomplish a variety of tasks such as: <ul style="list-style-type: none"> ○ Interactive SMARTBoard activities ○ Video clips ○ Books online ○ DVD

Develop Teaching and Learning Plan

<p>Teaching Strategies:</p> <ul style="list-style-type: none"> ● Teacher will discuss the importance of knowing personal information ● Teacher will facilitate a discussion about appropriate and inappropriate contact ● Teacher will generate a list of aspects of a safe environment ● Teacher will facilitate a discussion of situations where help is required and identify the people in the school/community who can help ● Teacher will facilitate a discussion of qualities that a friend possesses ● Teacher will discuss conflict resolution strategies and techniques for managing stress <ul style="list-style-type: none"> ○ Tone of Voice 	<p>Learning Activities:</p> <ul style="list-style-type: none"> ● Students will participate in classroom discussions ● Students will participate in activities such as (i.e. written/drawn responses, verbal responses, worksheets or role play): <ul style="list-style-type: none"> ○ Students will identify personal information (address, home phone, emergency contact, 911) ○ Student will be able to distinguish between good touch/bad touch through the use of visuals ○ Students will discuss characteristics of a safe environment ○ Students will identify individuals who can help during different situations (conflicts, danger, safety etc) ○ Students will name qualities of a good friend ○ Students will model strategies for conflict resolution and stress management using appropriate tone of voice
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Assessments

Performance Task(s)	Other Evidence
Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Application that is functional in a classroom context to evaluate student achievement of desired results
Goal:	<ul style="list-style-type: none"> ● Successful completion of activity

<p>Role:</p> <p>Audience:</p> <p>Situation:</p> <p>Product or Performance:</p> <p>Standards for Success:</p>	<p>through observation</p> <ul style="list-style-type: none"> • Participation in discussion/activity <ul style="list-style-type: none"> ○ See activities listed above
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Suggested Resources

- *Stranger Danger* by
- *Lucy and the Bully* by Claire Alexander
- *Enemy Pie* by Derek Munson
- *Berenstain Bears: Learn About Strangers* by Stan and Jan Berenstain
- *Brain Gym: Teachers Edition* by Paul Dennison
- *Body Learns to Listen* by Boulden Publishing
- *Stranger Safety* by Julie Clark and John Walsh (video)

New Milford Public Schools

Committee Member(s): Heliett Sanchez, Kathy Mannion, Lisa Tarsa, and Ashley Vinhateiro	Course/Subject: Developmental Guidance Grade Level: K-2
Unit Title: Developmental Guidance K-2	
Identify Desired Results	
Common Core Standards	
<ul style="list-style-type: none"> ● Personal/Social Content Standard 7: Respect Self and Others (Connecticut School Counselors Association (CSCA)) 	
Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> ● Learners will acquire the attitudes, knowledge and interpersonal skills to help them understand and respect self and others. Concepts include, but are not limited to, developing positive relationships, respect for others and effective communication. 	<ul style="list-style-type: none"> ● What is needed to understand self and respect self and others?
Expected Performances What students should know and be able to do	
Students will: <ul style="list-style-type: none"> ● Identify and express feelings ● Share feelings and listen to others ● Identify and illustrate positive characteristics of themselves ● Identify skills used for positive interpersonal relations ● Acknowledge needs of others and behave accordingly ● Discuss manners and the role they play in building friendships ● Recognize likenesses and differences in self and others ● Demonstrate ways to make and keep friends ● Describe family members' roles and responsibilities 	
Character Attributes	
<ul style="list-style-type: none"> ● Respect ● Responsibility ● Compassion ● Cooperation 	

Technology Competencies

- Select and use technology resources to access information and accomplish a variety of tasks such as:
 - Interactive SMARTBoard activities
 - Video clips
 - Books online
 - DVD

Develop Teaching and Learning Plan

<p>Teaching Strategies:</p> <ul style="list-style-type: none"> ● Teacher will facilitate discussions/activities about Respect, Responsibility, Compassion, Cooperation ● Teacher will model expected and unexpected behaviors within an activity <ul style="list-style-type: none"> ○ Body in the group ● Teachers will facilitate a discussion/activity about student differences ● Teacher will facilitate a discussion/activity about self respect ● Teacher will facilitate a discussion/activity about feelings ● Teacher will introduce characteristics of friendship ● Teacher will generate discussion about positive interpersonal skills <ul style="list-style-type: none"> ○ Tone of voice ○ Conversational skills 	<p>Learning Activities:</p> <ul style="list-style-type: none"> ● Students will participate in classroom discussions ● Students will participate in activities such as (i.e. written/drawn responses, verbal responses, worksheets or role play): <ul style="list-style-type: none"> ○ Modeling expected and unexpected behaviors ○ Students will define what it means to keep their bodies in a group ○ Name ways that they are alike and different from their peers ○ Identify a way to be self-respectful through self care ○ Identify basic feelings everyone has and demonstrate by role playing ○ Identify or demonstrate characteristics of being a good friend ○ Students will role play appropriate conversational skills and tone of voice
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Assessments

Performance Task(s)	Other Evidence
Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Application that is functional in a classroom context to evaluate student achievement of desired results
<p>Goal:</p> <p>Role:</p> <p>Audience:</p>	<ul style="list-style-type: none"> ● Successful completion of activity through observation ● Participation in discussion/activity <ul style="list-style-type: none"> ○ See activities listed above

Situation:

Product or Performance:

Standards for Success:

Suggested Resources

- *On Monday When it Rained* by Cherryl Kachenmeister
- *Lucy and the Bully* by Claire Alexander
- *Matt and Molly Stories*
- *How Full is Your Bucket for kids* by Tom Rath and Mary Reckmeyer
- *David Gets in Trouble* by David Shannon
- *David Goes to School* by David Shannon
- *No David* by David Shannon
- *Froggy Goes to School* by Jonathon London
- *My Mouth is a Volcano* by Julia Cook
- *When Sophie Gets Angry- Really, Really Angry* by Molly Bang
- *How to Lose All Your Friends* by Nancy Carlson
- *Alexander and the Terrible, Horrible, No Good, Very Bad Day* by Judith Viorst
- *Ryan Respects* by Virginia Kroll
- *Andy and His Yellow Frisbee* by Mary Thompson
- *Too Loud Lily* by Sofie Laguna
- *Wilson Sat Alone* by Debra Hess
- *Since We're Friends an Autism Picture Book* by Celeste Shally
- *Groark Learns About Prejudice, Popcorn Park* (www.goodcharacter.com) Video
- *The Ugly Caterpillar* by Carl Sommer

New Milford Public Schools

Committee Member(s): Heliett Sanchez, Kathy Mannion, Lisa Tarsa, and Ashley Vinhateiro	Course/Subject: Developmental Guidance Grade Level: K-2
Unit Title: Developmental Guidance K-2	
Identify Desired Results	
Common Core Standards	
<ul style="list-style-type: none"> • Academic Content Standard 1: Skills for Learning 	
Enduring Understandings	Essential Questions
Generalizations of desired understanding via essential questions (Students will understand that ...)	Inquiry used to explore generalizations
<ul style="list-style-type: none"> • Learners will demonstrate the ability to perform successfully in school, and in the broader community. Concepts include, but are not limited to, positive behavior and motivation, and responsibility for school success. 	<ul style="list-style-type: none"> • What skills, knowledge and attitudes are needed to be an effective learner in school and across the life span?
Expected Performances	
What students should know and be able to do	
Students will: <ul style="list-style-type: none"> • State reasons for listening • State the importance of learning • Practice effective speaking, listening and inquiry skills • Demonstrate awareness of the relationship between learning and effort • Work independently and with others • Work with and without supervision • Review and expand upon skills needed to learn in school • Demonstrate the relationship between effort and learning 	
Character Attributes	
<ul style="list-style-type: none"> • Responsibility • Cooperation • Perseverance 	
Technology Competencies	

- Select and use technology resources to access information and accomplish a variety of tasks such as:
 - Interactive SMARTBoard activities
 - Video clips
 - Books online
 - DVD

Develop Teaching and Learning Plan

<p>Teaching Strategies:</p> <ul style="list-style-type: none"> ● Teacher will facilitate discussions/activities about Responsibility, Cooperation and Perseverance ● Teacher will facilitate a discussion/activity about what are appropriate classroom behaviors (within a group and independently) ● Teacher will facilitate a discussion about appropriate, on-topic, responses ● Teacher will facilitate a discussion/activity whole body listening ● Teacher will introduce and expand upon the relationship between effort and learning 	<p>Learning Activities:</p> <ul style="list-style-type: none"> ● Students will participate in classroom discussions ● Students will participate in activities such as (i.e. written/drawn responses, verbal responses, worksheets or role play): <ul style="list-style-type: none"> ○ Demonstrate the ability to give an appropriate response to a question/topic ○ Demonstrate whole body listening. Answer questions about what whole body listening looks like ○ Students will list skills required to work independently and cooperatively ○ Students will give examples of the effort leading to success
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Assessments

Performance Task(s)	Other Evidence
Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Application that is functional in a classroom context to evaluate student achievement of desired results
Goal: Role: Audience: Situation: Product or Performance: Standards for Success:	<ul style="list-style-type: none"> ● Successful completion of activity through observation ● Participation in discussion/activity <ul style="list-style-type: none"> ○ See activities listed above

Suggested Resources

- *Listening Larry at School* by Kristen Wilson and Elizabeth Sautter
- *Listening Larry at Home* by Kristen Wilson and Elizabeth Sautter
- *Listen Buddy* by Helen Lester
- *Buddy Learns to Listen* by Boulden Publishing
- *Miss Nelson is Missing* by Harry Allard
- *The Little Engine That Could*

New Milford Public Schools

Committee Member(s): Heiiett Sanchez, Kathy Mannion, Lisa Tarsa, and Ashley Vinhateiro	Course/Subject: Developmental Guidance Grade Level: K-2 # of Weeks:
Unit Title: Developmental Guidance K-2	
Identify Desired Results	
Common Core Standards	
<ul style="list-style-type: none"> • Academic Content Standard 2: School Success • Academic Content Standard 3: Academics to Life Success 	
Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> • Learners will prepare themselves academically to choose from a range of choices following graduation. Concepts include, but are not limited to, self-understanding and development, educational planning and choices and consequences. • Learners will analyze the influence of academics to their many life roles. Concepts include, but are not limited to, successful transitioning through life stages and making connections between educational performance and career options. 	<ul style="list-style-type: none"> • What kind of academic preparation is essential to choose from a wide range of substantial postsecondary options, including college? • What is the relationship of academics to the world of work and to life at home and in the community?
Expected Performances What students should know and be able to do	
Students will: <ul style="list-style-type: none"> • State reasons why self-control is important to school success • Describe how learning encourages independence • Demonstrate a sense of belonging • Practice self control and individual responsibility • Apply classroom and school rules • Follow instructions and complete assignments • Assert boundaries, rights and privacy • Understand the importance of classroom success to future success • Describe how reading, writing and math are fundamental to life • Demonstrate cooperation by taking turns in the classroom 	

- Explore what it means to belong to a school community

Character Attributes

- Respect
- Responsibility
- Integrity
- Citizenship

Technology Competencies

- Select and use technology resources to access information and accomplish a variety of tasks such as:
 - Interactive SMARTBoard activities
 - Video clips
 - Books online
 - DVD

Develop Teaching and Learning Plan

Teaching Strategies:

- Teacher will facilitate a discussion about why self-control is important
- Teacher will introduce the concept and importance of boundaries (i.e. personal space)
- Teacher will introduce and review classroom and school rules
 - Expected and Unexpected Behaviors
 - Voice Volume
- Teachers will facilitate a discussion about students doing their best in school and why it is important to their future success
- Teacher will facilitate a discussion about what it means to be a part of a community (school, home, town, neighborhood, state)

Learning Activities:

- Students will participate in classroom discussions
- Students will participate in activities such as (i.e. written/drawn responses, verbal responses, worksheets or role play):
 - Students will identify ways to show self-control
 - Students will demonstrate an understanding of their own personal space and that of others
 - Students will name classroom and school rules through a guided activity
 - Students will identify successes/accomplishments and how they've achieved them
 - Students will demonstrate cooperation by participating in a turn taking activity
 - Student will identify roles in different communities
 - Students will identify expected and unexpected behaviors
 - Student will identify appropriate voice volume in different situations

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Assessments	
Performance Task(s) Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Other Evidence Application that is functional in a classroom context to evaluate student achievement of desired results
Goal: Role: Audience: Situation: Product or Performance: Standards for Success:	<ul style="list-style-type: none"> • Successful completion of activity through observation • Participation in discussion/activity <ul style="list-style-type: none"> ○ See activities listed above
Suggested Resources	
<ul style="list-style-type: none"> • <i>Personal Space Camp</i> by Julia Cook • <i>I am a good citizen</i> by Salzmman • <i>Mayor for the Day</i> by Carl Sommer • <i>Madam President</i> by Nicolle Wallace • <i>When Sophie Gets Angry- Really, Really Angry</i> by Molly Bang • <i>Good Citizen Sarah</i> by Virginia Kroll • <i>Career Day</i> by Anne Rockwell • <i>Too Loud Lily</i> by Sophie Lagune 	

New Milford Public Schools

Committee Member(s): Heliett Sanchez, Kathy Mannion, Lisa Tarsa, and Ashley Vinhateiro	Course/Subject: Developmental Guidance Grade Level: K-2
Unit Title: Developmental Guidance K-2	
Identify Desired Results	
Common Core Standards	
<ul style="list-style-type: none"> • Career Content Standard 4: Investigate Careers • Career Content Standard 5: Career Success 	
Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> • Learners will demonstrate the skills to make career choices in relation to knowledge of self and knowledge of the world of work. Concepts include, but are not limited to, career readiness, locating and evaluating career resources, and understanding the global workplace. • Learners will apply strategies to achieve future career success and satisfaction. Concepts include, but are not limited to, career preparation, assessment of skills and personal qualities, and development of an interest-driven success plan. 	<ul style="list-style-type: none"> • What skills are needed to investigate the world of work? • What skills are needed to achieve future career success and satisfaction?
Expected Performances What students should know and be able to do	
Students will: <ul style="list-style-type: none"> • Identify personal likes and dislikes • Demonstrate awareness of jobs found in school and in the home • Describe why work is important • Identify the work of a student • Describe the work of family members • Discuss responsibilities they have at school and in the home • List skills they have developed • Define the terms work/career 	
Character Attributes	

Technology Competencies	
<ul style="list-style-type: none"> • Select and use technology resources to access information and accomplish a variety of tasks such as: <ul style="list-style-type: none"> ○ Interactive SMARTBoard activities ○ Video clips ○ Books online ○ DVD 	
Develop Teaching and Learning Plan	
Teaching Strategies: <ul style="list-style-type: none"> • Teacher will define work and career • Teacher will generate a discussion about personal likes and dislikes and how they might relate to a job • Teachers will facilitate a discussion/activity about the importance of different jobs (both in school and at home) • Teachers will generate a discussion about student responsibilities and work at school and at home • Teacher will facilitate a discussion about the skills necessary for different careers 	Learning Activities: <ul style="list-style-type: none"> • Students will participate in classroom discussions • Students will participate in activities such as (i.e. written/drawn responses, verbal responses, worksheets or role play): <ul style="list-style-type: none"> ○ Students will list reasons why someone chooses a particular job/career ○ Students will identify factors important in career choice ○ Student will discuss various roles they have at home and at school ○ Students will identify how likes/dislikes relate to career choice

Assessments	
Performance Task(s)	Other Evidence
Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Application that is functional in a classroom context to evaluate student achievement of desired results
Goal: Role: Audience: Situation: Product or Performance: Standards for Success:	<ul style="list-style-type: none"> • Successful completion of activity through observation • Participation in discussion/activity <ul style="list-style-type: none"> ○ See activities listed above

Suggested Resources	
<ul style="list-style-type: none">• <i>Career Day</i> by Anne Rockwell• <i>Berenstain Bears: Jobs Around Town</i> by Stan and Jan Berenstain• <i>When I Grow Up</i> by Mike Berenstain• <i>When I Grow Up</i> by Al Yankovic• <i>When I Grow Up</i> by Mercer Mayer	

New Milford Public Schools

Committee Member(s): Heliett Sanchez, Kathy Mannion, Lisa Tarsa, and Ashley Vinhateiro Unit Title: Developmental Guidance K-2	Course/Subject: Developmental Guidance Grade Level: K-2
Identify Desired Results	
Common Core Standards	
<ul style="list-style-type: none"> • Career Content Standard 6: Relationship between School and Work 	
Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> • Learners will demonstrate knowledge of the factors involved in career decision making. Concepts include, but are not limited to, student responsibilities, educational planning, self-assessment and career pathways. 	<ul style="list-style-type: none"> • What is the relationship between personal qualities, education and training and the world of work?
Expected Performances What students should know and be able to do	
Students will: <ul style="list-style-type: none"> • List personal likes and dislikes related to a given set of tasks • Identify personal qualities, strengths and weaknesses • Describe how they see themselves • Describe how they are seen by others • Discuss “wants” versus “needs” as related to work and income 	
Character Attributes	
<ul style="list-style-type: none"> • Responsibility • Self-Respect 	
Technology Competencies	
<ul style="list-style-type: none"> • Select and use technology resources to access information and accomplish a variety of tasks such as: <ul style="list-style-type: none"> ○ Interactive SMARTBoard activities ○ Video clips ○ Books online ○ DVD 	
Develop Teaching and Learning Plan	

<p>Teaching Strategies:</p> <ul style="list-style-type: none"> • Teacher will generate a discussion about likes and dislikes related to specific tasks • Teacher will facilitate a discussion about individuals personal qualities, strengths and weaknesses • Teacher will lead a discussion about how individuals see themselves versus how others see them • Teacher will facilitate a discussion about wants versus needs 	<p>Learning Activities:</p> <ul style="list-style-type: none"> • Students will participate in classroom discussions • Students will participate in activities such as (i.e. written/drawn responses, verbal responses, worksheets or role play): <ul style="list-style-type: none"> ○ Students will discuss likes and dislikes related to specific tasks ○ Students will identify personal qualities, strengths and weaknesses ○ Students will discuss how they see themselves versus how others see them ○ Students will identify differences between needs and wants
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Assessments	
Performance Task(s)	Other Evidence
Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Application that is functional in a classroom context to evaluate student achievement of desired results
<p>Goal:</p> <p>Role:</p> <p>Audience:</p> <p>Situation:</p> <p>Product or Performance:</p> <p>Standards for Success:</p>	<ul style="list-style-type: none"> • Successful completion of activity through observation • Participation in discussion/activity <ul style="list-style-type: none"> ○ See activities listed above
Suggested Resources	
<ul style="list-style-type: none"> • <i>I'm Gonna Like Me</i> by Jamie Lee Curtis and Laura Cornell • <i>I Accept You As You Are</i> by D Parker • <i>Ricky</i> by Guido VanGenechten • <i>Wings</i> by Christopher Meyers • <i>Stand Tall, Molly Lou Melon</i> by Patty Lovell and David Catrow • <i>Odd Velvet</i> by Mary Witcomb • <i>Young Champions</i> by Linda Barr • <i>It's Okay to be Different</i> by Todd Parr • <i>I Think, I Am!</i> by Louise Hay 	

New Milford Public Schools

Committee Member(s): Heliett Sanchez, Kathy Mannion, Lisa Tarsa, and Ashley Vinhateiro	Course/Subject: Developmental Guidance Grade Level: K-2
Unit Title: Developmental Guidance K-2	
Identify Desired Results	
Common Core Standards	
<ul style="list-style-type: none"> • Personal/Social Content Standard 8: Goal Setting and Attainment 	
Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> • Learners will demonstrate the ability to make decisions, set goals and to take necessary action to achieve the goals. Concepts include, but are not limited to, goal setting, criteria for decision making, and understanding outside influences on setting priorities. 	<ul style="list-style-type: none"> • What are the necessary steps for decision making and goal attainment?
Expected Performances What students should know and be able to do	
Students will: <ul style="list-style-type: none"> • Define an individual and group goal • Discuss how making choices is part of problem solving and decision making • Analyze the outcomes and possible consequences of a set of given decisions • Develop a plan to improve a work habit • Demonstrate when, where and how to seek help for solving problems • Know when peer pressure is influencing a decision 	
Character Attributes	
<ul style="list-style-type: none"> • Integrity • Loyalty • Perseverance • Courage • Responsibility • Cooperation 	
Technology Competencies	
<ul style="list-style-type: none"> • Select and use technology resources to access information and accomplish a 	

variety of tasks such as:

- Interactive SMARTBoard activities
- Video clips
- Books online
- DVD

Develop Teaching and Learning Plan

Teaching Strategies:

- Teacher will define what is a goal
- Teacher will facilitate a discussion about goal planning
- Teacher will generate a discussion related to problem solving and seeking help
 - Ant/Elephant Size Problems
- Teacher will facilitate a discussion about how the influence of peers can effect decision making
- Teacher will generate a discussion about how choices have consequences

Learning Activities:

- Students will participate in classroom discussions
- Students will participate in activities such as (i.e. written/drawn responses, verbal responses, worksheets or role play):
 - Students will use "I" statements to address problem solving
 - Students will identify a personal goal and steps to achieve it
 - Students will identify choices with various outcomes

Assessments

Performance Task(s)	Other Evidence
Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Application that is functional in a classroom context to evaluate student achievement of desired results
Goal: Role: Audience: Situation: Product or Performance: Standards for Success:	<ul style="list-style-type: none"> ● Successful completion of activity through observation ● Participation in discussion/activity <ul style="list-style-type: none"> ○ See activities listed above

Suggested Resources

- *Courage* by Bernard Waber
- *The Empty Pot* by Demi
- *The Brand New Kid* by Katie Couric
- *The Band-Aid Chicken* by Becky Rangel Henton
- *Say No With Pride* by Guidance Systems (video)
- *Stay Away From Rat Boy* by Laurie Lears

- *Kelso's Choices* (kelsoschoice.com/)
- "Cooperation" You Can Choose Video series

New Milford Public Schools

Committee Member(s): Heliett Sanchez, Kathy Mannion, Lisa Tarsa, and Ashley Vinhateiro Unit Title: Developmental Guidance K-2	Course/Subject: Developmental Guidance Grade Level: K-2
Identify Desired Results	
Common Core Standards	
<ul style="list-style-type: none"> • Personal/Social Content Standard 9: Survival and Safety Skills 	
<p style="text-align: center;">Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)</p>	<p style="text-align: center;">Essential Questions Inquiry used to explore generalizations</p>
<ul style="list-style-type: none"> • Learners will demonstrate the proper application of safety and survival skills to their personal and physical well-being. Concepts include, but are not limited to, the influence of peer pressure, communication and conflict resolution skills, and anger management. 	<ul style="list-style-type: none"> • What are safety and survival skills for students?
Expected Performances	
What students should know and be able to do	
Students will: <ul style="list-style-type: none"> • Acquire knowledge of personal information, such as home phone, address, 911, etc • Describe appropriate and inappropriate physical contact • Describe aspects of a safe environment • List situations that would require them to seek help • Identify resource people in school and community and demonstrate how to ask for help • Understand qualities that are helpful in making good friends • Demonstrate healthy ways of dealing with conflicts • Learn techniques for managing stress 	
Character Attributes	
<ul style="list-style-type: none"> • Respect • Responsibility • Courage • Honesty • Loyalty 	

Technology Competencies	
<ul style="list-style-type: none"> ● Select and use technology resources to access information and accomplish a variety of tasks such as: <ul style="list-style-type: none"> ○ Interactive SMARTBoard activities ○ Video clips ○ Books online ○ DVD 	
Develop Teaching and Learning Plan	
<p>Teaching Strategies:</p> <ul style="list-style-type: none"> ● Teacher will discuss the importance of knowing personal information ● Teacher will facilitate a discussion about appropriate and inappropriate contact ● Teacher will generate a list of aspects of a safe environment ● Teacher will facilitate a discussion of situations where help is required and identify the people in the school/community who can help ● Teacher will facilitate a discussion of qualities that a friend possesses ● Teacher will discuss conflict resolution strategies and techniques for managing stress <ul style="list-style-type: none"> ○ Tone of Voice 	<p>Learning Activities:</p> <ul style="list-style-type: none"> ● Students will participate in classroom discussions ● Students will participate in activities such as (i.e. written/drawn responses, verbal responses, worksheets or role play): <ul style="list-style-type: none"> ○ Students will identify personal information (address, home phone, emergency contact, 911) ○ Student will be able to distinguish between good touch/bad touch through the use of visuals ○ Students will discuss characteristics of a safe environment ○ Students will identify individuals who can help during different situations (conflicts, danger, safety etc) ○ Students will name qualities of a good friend ○ Students will model strategies for conflict resolution and stress management using appropriate tone of voice

Assessments	
Performance Task(s)	Other Evidence
Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Application that is functional in a classroom context to evaluate student achievement of desired results
Goal:	<ul style="list-style-type: none"> ● Successful completion of activity

Role: Audience: Situation: Product or Performance: Standards for Success:	through observation <ul style="list-style-type: none"> • Participation in discussion/activity <ul style="list-style-type: none"> ○ See activities listed above
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Suggested Resources

- *Stranger Danger* by
- *Lucy and the Bully* by Claire Alexander
- *Enemy Pie* by Derek Munson
- *Berenstain Bears: Learn About Strangers* by Stan and Jan Berenstain
- *Brain Gym: Teachers Edition* by Paul Dennison
- *Body Learns to Listen* by Boulden Publishing
- *Stranger Safety* by Julie Clark and John Walsh (video)