

## **Fifth Grade Guidance Curriculum**

### **Focus:**

- interpersonal skills, peer pressure, and stress
- personal interests and career exploration
- connection between school and work

### **1. Students will understand and respect self and others by using self-knowledge and interpersonal skills. Students will...**

- 1.1 Develop positive attitudes toward self. (KS 1.1.1.1)
- 1.2 Identify and express feelings in an appropriate manner. (KS 1.1.1.3)
- 1.3 Develop an appreciation of individual and cultural differences (KS 1.1.2.4)
- 1.4 Describe how to seek help for solving problems and making decisions (KS 1.2.1.4)

### **2. Students will acquire personal safety skills. Students will...**

- 2.1 Recognize the dangers of drug and alcohol abuse. (KS 1.3.1.7)
- 2.2 Develop ways to cope with peer pressure. (KS 1.3.1.8)
- 2.3 Recognize signs of stress and describe or demonstrate techniques for managing it. (KS 1.3.1.9)

### **3. Students will demonstrate recognizing and responding to bullying. Students will...**

- 3.1 Define the word "bullying"
- 3.2 Identify bullying behavior
  - Describe student behavior that will make school a safe and fun place
  - Describe how bullies unfairly use physical, emotional, and social power
  - Identify where in the school bullying behavior is happening
  - Describe how bullies hurt someone's body or things, feelings, and relationships
- 3.3 Identify reasons why children bully
- 3.4 Describe the consequences of bullying (KS 1.3.1.6)
  - Know the meaning of "consequences"
  - Identify what happens to children who bully others
  - Identify what happens to children who are bullied
  - Describe the schoolwide consequences for engaging in bullying (review school policy)
- 3.5 Practice dealing with feelings
  - Describe how it feels to be bullied
  - Feel more empathy for students who are targets of bullying
  - Describe the control people have over their feelings and that people can choose their response to their feelings
  - Identify what other people are feeling
  - Communicate how they are feeling to others
- 3.6 Respond to bullying
  - Describe ways in which adults can help them feel safe at school
  - Describe several assertive, nonviolent ways to respond to bullying
  - Practice using a variety of assertive techniques in responding to a bully

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*(Parentheses notations after each indicator refer to **Kansas Curricular Standards for School Counseling**. The first number in parentheses refers to one of the three areas of school counseling: 1 = Personal & Social Development, 2 = Academic Development, 3 = Career Development. The remaining numbers refer to Standard, Benchmark, and Indicator level.)*

- 3.7 Report bullying
- Know that all adults in their school are committed to protecting students from bullying
  - Know how to tell an adult about bullying
  - Explain the difference between reporting and telling
  - Explain their school's procedure for reporting bullying

**4. Students will demonstrate a positive academic self-concept, achieve school success, and investigate the world of work. Students will...**

- 4.1 Identify personal qualities that promote school success (KS 2.1.1.1)
- 4.2 Recognize the importance of effort and persistence to learning (KS 2.1.2.3)
- 4.3 Use appropriate communication skills to ask for help when needed (KS 2.1.2.4)
- 4.4 Demonstrate being a positive team member (KS 3.1.2.4)
- 4.5 Describe the relationship between academic achievement and career goals. (KS 3.3.1.2)
- 4.6 Develop awareness of career interests and related occupations (KS 3.1.1.1)
- 4.7 Develop awareness of nontraditional occupations (KS 3.1.1.2)
- 4.8 Prepare for the transition to the next educational level (**Note: Council Grove 5<sup>th</sup> grade only**) (KS 2.3.1.2)

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