### SCHOOL COUNSELING CORE CURRICULUM ACTION PLAN

**Goal**

Decrease discipline referrals by 20% for 2014-2015

### Lessons and Activities Related to Goal:

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Lesson Topic</th>
<th>Lesson Will Be Presented In Which Class/Subject</th>
<th>ASCA Domain, Standard and Competency</th>
<th>Curriculum &amp; Materials</th>
<th>Process Data (Projected number of students affected)</th>
<th>Perception Data (Type of surveys/assessments to be used)</th>
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| 3           | Violence Prevention       | Health                                          | Personal/ Social Development Standards A, B, C  
PS:A1 Acquire Self-knowledge  
Indicator: PS:A1.6 distinguish between appropriate and inappropriate behavior  
PS:A2 Acquire Interpersonal Skills  
Indicator: PS:A2.6 use effective communication skills  
PS:B1 Self-Knowledge Application  
Indicator: PS:B1.3 identify alternative solutions to a problem  
PS:C1 Acquire Personal Safety Skills  
Indicator: PS:C1.2 learn about the relationship between rules, laws, safety, and the protection of rights of the individual | Too Good For Violence – 3rd Grade Curriculum Published by Mendez Foundation | October | 392 | School Climate Surveys  
Class Rosters | School Climate Rating  
Discipline Referrals | Melton |
| 3           | Anti-Bullying (Part 1)    | Health                                          | Personal/ Social Development Standards A, B, C  
PS:A1 Acquire Self-knowledge  
Indicator: PS:A1.5 identify and express feelings  
PS:A2 Acquire Interpersonal Skills  
Indicator: PS:A2.1 recognize everyone has rights and responsibilities  
Indicator: PS:A2.3 recognize, accept, respect, and appreciate individual differences  
PS:B1 Self-Knowledge Application  
Indicator: PS:B1.3 identify alternative solutions to a problem  
PS:C1 Acquire Personal Safety Skills  
Indicator: PS:C1.5 differentiate between situations requiring peer support and situations requiring adult professional help | Too Good For Violence – 3rd Grade Curriculum Published by Mendez Foundation | October | 392 | School Climate Surveys  
Class Rosters | School Climate Rating  
Discipline Referrals  
Counselor Referrals | Counselor |
| 3           | Anti-Bullying (Part 2)    | Health                                          | Personal/ Social Development Standards A, C  
PS:A2 Acquire Interpersonal Skills  
Indicators: PS:A2.2 learn how to make and keep friends  
PS:A2.6 use effective communication skills  
PS:C1 Acquire Personal Safety Skills  
Indicator: PS:C1.6 identify resource people in the school and community, and know how to seek their help | Too Good For Violence – 3rd Grade Curriculum Published by Mendez Foundation | October | 392 | School Climate Surveys  
Class Rosters | School Climate Rating  
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| 3           | Social Problem Solving| Health                                          | Personal/ Social Development Standards B, C  
PS:B1 Self-Knowledge Application  
Indicators: PS:B1.4 develop effective coping skills for dealing with problems  
PS:B1.6 know how to apply conflict resolution skills  
PS:B1.8 know when peer pressure is influencing a decision  
PS:C1 Acquire Personal Safety Skills  
Indicators: PS:C1.8 about the emotional and physical dangers of substance use and abuse  
PS:C1.9 learn how to cope with peer pressure | Too Good For Violence – 3rd Grade Curriculum Published by Mendez Foundation | November 392 | Class Rosters | Discipline Referrals | Melton |
| 3           | Anger Management      | Health                                          | Personal/ Social Development Standards A, B, C  
PS:A2 Acquire Interpersonal Skills  
Indicators: PS:A2.6 use effective communication skills  
PS:A2.7 know that communication involves speaking, listening, and nonverbal behavior  
PS:B1 Self-Knowledge Application  
Indicator: PS:B1.2 understand consequences of decisions and choices  
PS:C1 Acquire Personal Safety Skills  
Indicator: PS:C1.10 learn techniques for managing stress and conflict | Too Good For Violence – 3rd Grade Curriculum Published by Mendez Foundation | November 392 | Class Rosters | Discipline Referrals | Melton |
| 3           | Respect               | Health                                          | Academic Development Standard A  
A:A1 Improve Academic Self Concept  
Indicator: A:A1.5 identify attitudes and behaviors which lead to successful learning  
Career Development Standard C  
C:C2 Apply Skills to Achieve Career Goals  
Indicator: C:C2.3 learn to work cooperatively with others as a team member  
Personal/ Social Development Standard A  
PS:A2 Acquire Interpersonal Skills  
Indicators: PS:A2.2 respect alternative points of view | Too Good For Violence – 3rd Grade Curriculum Published by Mendez Foundation | November 392 | Class Rosters | Discipline Referrals | Melton |
| 3           | Effective Communication Skills | Health | Academic Development Standard A  
A:A2 Acquire Skills for Improving Learning  
Indicator: A:A2.3 use communication skills to know when and how to ask for help when needed  
Personal/ Social Development Standard A  
PS:A2 Acquire Interpersonal Skills  
Indicators: PS:A2.2 respect alternative points of view  
PS:A2.6 use effective communication skills  
PS:A2.7 know that communication involves speaking, listening, and nonverbal behavior | Too Good For Violence – 3rd Grade Curriculum Published by Mendez Foundation | November 392 | Class Rosters | Discipline Referrals | Melton |
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| 4           | Anti-Bullying    | Health  | Personal/ Social Development Standards A, B, C  
PS:A1 Acquire Self Knowledge  
Indicator: PS:A1.2 identify values, attitudes, and beliefs  
PS:A1.6 distinguish between appropriate and inappropriate behavior  
PS:A2 Acquire Interpersonal Skills  
Indicator: PS:A2.1 recognize everyone has rights and responsibilities  
PS:B1 Self-Knowledge Application  
Indicator: PS:B1.3 identify alternative solutions to a problem  
Too Good For Violence – 4th Grade Curriculum Published by Mendez Foundation | October                          | School Climate Surveys Class Rosters     | School Climate Rating Discipline Referrals                      | Counselor                  | |
| 4           | Violence Prevention | Health | Personal/ Social Development Standards A, B, C  
PS:A1 Acquire Self Knowledge  
Indicator: PS:A1.6 distinguish between appropriate and inappropriate behavior  
PS:A2 Acquire Interpersonal Skills  
Indicator: PS:A2.6 use effective communication skills  
PS:B1 Self-Knowledge Application  
Indicator: PS:B1.3 identify alternative solutions to a problem  
PS:C1 Acquire Personal Safety Skills  
Indicator: PS:C1.2 learn about the relationship between rules, laws, safety, and the protection of rights of the individual  
Too Good For Violence – 4th Grade Curriculum Published by Mendez Foundation | October                          | School Climate Surveys Class Rosters     | School Climate Rating Discipline Referrals                      | Melton                      | |
| 4           | Fairness/ Respect | Health  | Career Development Standard C  
C:C2 Apply Skills to Achieve Career Goals  
Indicator: C:C2.3 learn to work cooperatively with others as a team member  
Personal/ Social Standard A  
PS:A1 Acquire Self Knowledge  
Indicator: PS:A1.7 recognize personal boundaries, rights, and privacy needs  
Too Good For Violence – 4th Grade Curriculum Published by Mendez Foundation | October                          | Class Rosters     | Discipline Referrals                      | Melton                      | |
| 4           | Cooperation      | Health  | Academic Development Standard A  
A:A1 Improve Academic Self-Concept  
Indicator: A:A1.2 display a positive interest in learning  
A:A3 Achieve School Success  
Indicator: A:A3.2 demonstrate the ability to work independently, as well as the ability to work cooperatively with other students  
Personal/ Social Standard A  
PS:A1 Acquire Self Knowledge  
Indicator: PS:A1.9 demonstrate cooperative behavior in groups  
Too Good For Violence – 4th Grade Curriculum Published by Mendez Foundation | November                         | Class Rosters     | Discipline Referrals                      | Melton                      | |
| 4           | Self-Discipline  | Health  | Academic Development Standard A, B  
A:A3 Achieve School Success  
Indicator: A:A3.1 take responsibility for their actions  
A:A3.4 demonstrate dependability, productivity, and initiative  
A:B1 Improve Learning  
Indicator: A:A3.1 demonstrate the motivation to achieve individual potential  
Personal/ Social Standard A  
PS:A1 Acquire Self Knowledge  
Indicator: PS:A1.8 understand the need for self-control and how to practice it  
Too Good For Violence – 4th Grade Curriculum Published by Mendez Foundation | November                         | Class Rosters     | Discipline Referrals                      | Melton                      | |
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<td>4</td>
<td>Conflict Resolution</td>
<td>Health</td>
<td>Career Development Standard C C:C2 Apply Skills to Achieve Career Goals Indicator: C:C2.2 learn how to use conflict management skills with peers and adults Personal/ Social Standard A PS:A1 Acquire Self knowledge Indicator: PS:A1.8 understand the need for self-control and how to practice it</td>
<td>Too Good For Violence – 4th Grade Curriculum Published by Mendez Foundation</td>
<td>November</td>
<td>401</td>
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| 3     | Career Cluster Activity: Hospitality and Tourism | Health | Career Development Standard B C:B1 Acquire Career Information  
Indicator: C:B1.4 know the various ways in which occupations can be classified  
Personal/ Social Standard A PS:A1 Acquire Self-knowledge  
Indicator: PS:A1.9 demonstrate cooperative behavior in groups  
PS:A2 Acquire Interpersonal Skills  
Indicator: PS:A2.6 use effective communication skills | GA DOE Elementary Career Awareness Activity | January-February | 392 | Class Rosters Student Participation | student completion % | Counselor |
| 3     | Career Cluster Activity: Human Services | Health | Academic Development Standard A A:A3 Achieve School Success  
Indicator: A:A3.5 share knowledge  
Career Development Standard B C:B1 Acquire Career Information  
Indicator: C:B1.4 know the various ways in which occupations can be classified  
Personal/ Social Development Standard A PS:A2 Acquire Interpersonal Skills  
Indicator: PS:A2.6 use effective communication skills | GA DOE Elementary Career Awareness Activity | January-February | 392 | Class Rosters Student Participation | student completion % | Counselor |
Career Development Standard B C:B1 Acquire Career Information  
Indicator: C:B1.4 know the various ways in which occupations can be classified  
Personal/ Social Standard A PS:A1 Acquire Self-knowledge  
Indicator: PS:A1.9 demonstrate cooperative behavior in groups | GA DOE Elementary Career Awareness Activity | January-February | 392 | Class Rosters Student Participation | student completion % | Counselor |
**School Counseling Core Curriculum Action Plan**

**Goal**: 100% of fourth grade students will complete 4/4 grade specific career awareness lessons aligned to Georgia’s 17 Career Clusters.

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## Goal
Increase the number of students missing fewer than six days of school by 2% (from 74% in 2014 to 76% in 2015)

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<td>Personal Responsibility/Good Work Habits</td>
<td>Health</td>
<td>Academic Development Standards A, B, C</td>
<td>Making the Link: Helping Children Link School Habits With the World of Work</td>
<td>August-September 392</td>
<td>Class Rosters Pre/Post Tests</td>
<td>Attendance Grade Reports</td>
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<td>A:A1 Improve Academic Self Concept</td>
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<td>A:B2 Plan to Achieve Goals</td>
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<td>Indicator: A:B2.6 understand the relationship between classroom performance and success in school</td>
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<td>A:C1 Relate School to Life Experiences</td>
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<td>Career Development Standard A</td>
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<td>C:A2 Develop Employment Readiness</td>
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<td>Indicator: C:A2.8 understand the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace</td>
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<td>4</td>
<td>Individual Learning Style/Effective Study Skills</td>
<td>Health</td>
<td>Academic Development Standards A, B</td>
<td>Counselor Created Lesson-Learning Style Survey; Description of Learning Styles Handout</td>
<td>August-September 401</td>
<td>Class Rosters Pre/Post Tests</td>
<td>Attendance Grade Reports</td>
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<td>Indicator: A:A2.4 apply knowledge and learning styles to positively influence school performance</td>
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<td>Indicators: A:B1.6 use knowledge of learning styles to positively influence school performance</td>
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<td>A:B1.7 Become a self-directed and independent learner</td>
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<td>Indicator: C:A1.3 Develop an awareness of personal abilities, skills, interests, and motivations</td>
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