<table>
<thead>
<tr>
<th>Strand</th>
<th>Personal and Social Development</th>
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<tbody>
<tr>
<td>Big Idea</td>
<td>Understanding Self As an Individual and As a Member of Diverse Local and Global Communities</td>
</tr>
<tr>
<td>Concept</td>
<td>A. Develops a positive self-concept</td>
</tr>
<tr>
<td>Learning Targets</td>
<td>1. Demonstrate the personal characteristics to maintain a positive self-concept</td>
</tr>
</tbody>
</table>

**Alignments:**
- CCSS: 5.SL.1a,d; 5.SL.4
- Performance: 2.3, 4.1
- Knowledge: (CA) 6
- MGGLE: PSD.1.A
- NETS: 4a,d
- DOK: 2

**Instructional Strategies**
- The teacher will construct an overview of the components of a positive self-concept

**Assessments/Evaluations**
- Class discussion
- Teacher observation of:
  - student discussion
  - completion of handouts

**Sample Assessment Questions**
- Identify characteristics needed to maintain a positive self-concept.

**Instructional Resources/Tools**
- Positive Statements Student Handout – (MCGM): EI – 93

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## Literacy Connections

- *The Lovables in the Kingdom of Self-Esteem* by Diane Loomans
- *Ain’t Gonna Paint No More!* by Karen Beaumont
- *The North Star* by Peter Reynolds
- *The Dot* by Peter Reynolds
- *So Many Days* by Alison McGhee
- *Missouri Comprehensive Guidance Manual* (MCGM)

## Cross Curricular Connections

- **ELA:**
  - Listening and speaking
  - Discussion of ideas and issues
<table>
<thead>
<tr>
<th>Strand</th>
<th>Personal and Social Development</th>
<th>Big Idea</th>
<th>Interacting with Others in Ways that Respect Individual and Group Differences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concept</td>
<td></td>
<td>B. Summarizes quality relationships</td>
<td></td>
</tr>
<tr>
<td>Learning Targets</td>
<td></td>
<td>1.</td>
<td>- Exhibit mutual respect and compromise in relationships</td>
</tr>
</tbody>
</table>

**Alignments:**
- CCSS: 5.SL.1a
- Performance: 2.3, 4.1
- Knowledge: (CA) 6 (SS) 6
- MGGLE: PSD.2.A
- NETS: 3
- DOK: 2

**Instructional Strategies**
- The teacher will define respect and compromise and provide opportunity for students to demonstrate understanding through role play

**Assessments/Evaluations**
- Visual observation of student role-play
- Re-telling of sample situations

**Sample Assessment Questions**
- Explain the importance of compromise in any relationship

**Instructional Resources/Tools**
- Friendship Chain activity: MCGM: EI – 217
- Friendship Bingo: MCGM: EI – 219; EI – 221
- *Sticky Situations Game* by Sue Pogue Nevels
### Literacy Connections

- *The Other Side* by Jacqueline Woodson
- *Something Beautiful* by Sharon Dennis Wyeth
- *Too Tall Houses* by Gianno Marino

### Cross Curricular Connections

- **ELA:**
  - Speaking and listening
  - Discussions of issues and ideas
- Social Studies: Relationships
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<tbody>
<tr>
<td>Big Idea</td>
<td>Interacting with Others in Ways that Respect Individual and Group Differences</td>
</tr>
</tbody>
</table>

### Concept

- C. Shows respect for self and others

### Learning Targets

- 2. Demonstrate respect for individuals within diverse groups

### Alignments:
- CCSS: 5.SL.1a
- Performance: 2.2, 2.3
- Knowledge: (CA) 6 (H/PE) 5
- MGGLE: PSD.2.B
- NETS: 3
- DOK: 2

### Instructional Strategies

- The teacher will define respect and offer examples of how to show respect in different situations using “I” statements

### Assessments/Evaluations

- Visual observation of students role playing bullying situations

### Sample Assessment Questions

- Tell me how you would show respect in this particular situation (sample problem situations)

### Instructional Resources/Tools

- Sample problem cards
- Video: Respecting Differences by Sunburst
- Coping with bullying lessons
- Video: “The Broken Toy” by Thomas Brown
- *Back Off Bully* by Connie Miller

### Literacy Connections

- *The Other Side* by Jacqueline Woodson
### Cross Curricular Connections

- **ELA:**
  - Speaking and listening
  - Discussions of issues and ideas
- **Health and PE:** Methods used to avoid high-risk behaviors
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<tr>
<td>Big Idea</td>
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</tr>
</tbody>
</table>

### Concept

D. Analyzes personal responsibility in relationships

### Learning Targets

3. Review and implement strategies to resolve problems and conflicts successfully

### Alignments:

- **CCSS:** 5.SL.1a
- **Performance:** 2.1, 4.1
- **Knowledge:** (CA) 6
- **HEGLE:** FIS.2.B; HME.4.A
- **MGGLE:** PSD.2.C
- **NETS:** 3
- **DOK:** 1

### Instructional Strategies

- The teacher will describe problem solving steps and apply them to a sample conflict situation

### Assessments/Evaluations

- Class discussion of situation cards (Sticky Situation game)
- Visual observation of students role play activities

### Sample Assessment Questions

- Describe the steps necessary to resolve a conflict peacefully

### Instructional Resources/Tools

- Video: “Respect Yourself and Others Too”
- Coping with bullying lessons
- “Sticky Situations” game by Connie Miller
- “Be Cool” video series

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<table>
<thead>
<tr>
<th>Literacy Connections</th>
</tr>
</thead>
<tbody>
<tr>
<td>• <em>Let’s Be Enemies</em> by Janice May Udry</td>
</tr>
<tr>
<td>• <em>The Owl and the Woodpecker</em> by Brian Wildsmith</td>
</tr>
</tbody>
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<th>Cross Curricular Connections</th>
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</thead>
<tbody>
<tr>
<td>• ELA:</td>
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<tr>
<td>• Speaking and listening</td>
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<tr>
<td>• Discussions of issues and ideas</td>
</tr>
</tbody>
</table>
### Strand
Personal and Social Development

### Big Idea
Applying Personal Safety Skills and Coping Strategies

#### Concept
E. Identifies safe and healthy choices

#### Learning Targets
1. Evaluate peer influence on problem-solving and decision-making skills

#### Alignments:
- CCSS: 5.SL.1a,c,d
- Performance: 2.2, 2.3
- Knowledge: (CA) 6 (H/PE) 5
- MGGLE: PS.3.A
- NETS: 3
- DOK: 1

#### Instructional Strategies
- The teacher will define peer pressure and the students will describe how friends influence their decision-making process in both positive and negative ways

#### Assessments/Evaluations
- Student role play: Teacher observation of “Just Say No” situational role play
- Student demonstrations

#### Sample Assessment Questions
- How would you respond if your friends were pressuring you to ________?

#### Instructional Resources/Tools
- Video: Natural High
- Video: “The Broken Toy” by Thomas Brown
- DVD: “Dealing with Peer Influence – What Are Bullying and Harassment” (Parts 1 & 2)
## Literacy Connections

- *The Hating Book* by Charlotte Zolotow
- *A Bad Case of Stripes* by David Shannon
- *Hey, Little Ant* by Phillip Hoose
- *Those Shoes* by Maribeth Boelts

## Cross Curricular Connections

- **ELA:**
  - Speaking and listening
  - Discussion of issues and ideas
- **Health and PE:** Methods used to avoid high-risk behaviors (drugs)
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<td>Applying Personal Safety Skills and Coping Strategies</td>
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</tbody>
</table>

### Concept

F. Defines personal safety of self and others

### Learning Targets

2.  
   - Apply personal safety strategies as they relate to violence and harassment

### Alignments:

- CCSS: 5.SL.1a
- Performance: 2.2, 2.3
- Knowledge: (CA) 6 (H/PE) 5
- HEGLE: HME.4.E
- MGGLE: PS.3.B
- NETS: 3
- DOK: 4

### Instructional Strategies

- The teacher will define harassment and provide various support strategies to ensure their safety
- Student demonstration of safety strategies

### Assessments/Evaluations

- Teacher observation of students:
  - role playing
  - demonstrating safety strategies

### Sample Assessment Questions

- Where can you go and what can you do to stay safe if you are being harassed?

### Instructional Resources/Tools

- Bullying video: “Be Cool” video series
- Coping with bullying lessons
- DVD: “Dealing with Peer Influence – What Are Bullying and Harassment” (Parts 1 & 2)
### Literacy Connections

- *Bullies Are a Pain in the Brain* by Trevor Romain

### Cross Curricular Connections

- **ELA:**
  - Speaking and listening
  - Discussion of issues and ideas
- **Health and PE:** Methods used to avoid high-risk behaviors (violence)
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</table>

**Concept**

G. Applies coping skills

**Learning Targets**

3. Evaluate various coping skills for managing life changes or events

**Alignments:**

CCSS: 5.SL.1c
Performance: 2.3, 4.7
Knowledge: (CA) 6 (H/PE) 2
HEGLE: HME.4.D
MGGLE: PS.3.C
NETS: 3
DOK: 2

**Instructional Strategies**

- The teacher will discuss ways to manage stress in life changing situations
- Students will demonstrate techniques to managing stress

**Assessments/Evaluations**

- Teacher observation of student’s:
  - role playing
  - demonstrating managing stress techniques

**Sample Assessment Questions**

- Demonstrate one technique you could use to cope with a major life event
### Instructional Resources/Tools

- iPad apps
- Fluid
- Relax Melodies
- Playing in the Sand
- *Someone to Talk to Lesson Plan (MCGM – EI – 121)*
- *Coping Skills – Abby’s Lullaby*
- *Creative Approaches for Counseling Individual Children* by Diane Senn
- Various literature

### Literacy Connections

- *Colorful Counseling* by Rosanne Sheritz Sartori
- *Guidance for the Gourmet* by Wanda S. Cook
- *Forest Trails and Fairy Tails* by Will Clark
- *The Relaxation and Stress Reduction Workbook for Kids: Help for Children to Cope with Stress, Anxiety, and Transitions* by Lawrence Shapiro

### Cross Curricular Connections

- ELA:
  - Speaking and listening
  - Discussion of issues and ideas
- Health and PE: Practices of physical and mental health
Model Guidance
5th Gr.

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<tbody>
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<td>Big Idea</td>
<td>Applying Skills Needed for Educational Achievement</td>
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</tbody>
</table>

**Concept**

H. Applies skills for life-long learning

**Learning Targets**

1. Demonstrate study skills and test-taking strategies to enhance academic achievement

**Alignments:**
CCSS: 5.SL.1a
Performance: 2.3, 4.1
Knowledge: (CA) 6 (H/PE) 2
MGGLE: AD.4.A
NETS: 3
DOK: 2

**Instructional Strategies**

- The teacher will demonstrate test taking and organizational skills and explain their importance in academic success

**Assessments/Evaluations**

- Visual observation of student:
  - practice
  - observation
  - demonstration

**Sample Assessment Questions**

- Describe one strategy you will use to improve your academic achievement

**Instructional Resources/Tools**

- *Think Bingo* by Paula Jackson (Marco Publishing)
- “One Way/Two Way Communication” activity by Carl Olsen #59
- “Why Do I Have to Study” (MCGM – EI – 469)
## Literacy Connections

- *How to Do Homework Without Throwing Up* by Trevor Romain

## Cross Curricular Connections

- **ELA:**
  - Speaking and listening
  - Discussion of issues and ideas
- **Health and PE:** Mental health (stress management)
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<tr>
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<th>Learning Targets</th>
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<tbody>
<tr>
<td>I. Develops transitions</td>
<td>1. Develop an understanding of educational tasks and skills necessary to make a smooth transition to the middle school structure</td>
</tr>
</tbody>
</table>

**Alignments:**
- CCSS: 5.SL.1c
- Performance: 3.3, 4.5
- Knowledge: (CA) 6 (SS) 6
- MGGLGLE: AD.5.A
- NETS: 3
- DOK: 2

**Instructional Strategies**
- The teacher will:
  - describe differences between expectations of students in elementary and middle school
  - discuss middle school:
    - building layout
    - sample schedules
    - organization
    - opening of lockers

**Assessments/Evaluations**
- Locker relay races
- Teacher observation
- Student participation

**Sample Assessment Questions**
- Describe three responsibilities you will have at middle school

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<tbody>
<tr>
<td>• Sample schedules</td>
</tr>
<tr>
<td>• Building layout</td>
</tr>
<tr>
<td>• “Middle School Question Box” activity – MCGM – EI – 455</td>
</tr>
<tr>
<td>• “Getting Organized” handout</td>
</tr>
<tr>
<td>• “Lockers, School, Home Preparation” – MCGM – EI – 444</td>
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<tr>
<td>• Social Studies: Relationships of individuals to institutions</td>
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<tr>
<td>Strand</td>
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<tr>
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<tr>
<td>Big Idea</td>
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</table>

### Concept

J. Integrates self-knowledge into life and career plans

### Learning Targets

1. • Compare interests and strengths with those of workers in the community

### Alignments:

CCSS: 5.SL.1a  
Performance: 1.10, 4.2  
Knowledge: (CA) 6 (MA) 3 (SS) 6  
MGGLE: CD.7.A  
NETS: 3  
DOK: 2

### Instructional Strategies

- The teacher will help students identify interests and strengths and how they relate to future career goals

### Assessments/Evaluations

- Student results of completed interest inventory from Missouri Connections

### Sample Assessment Questions

- What are some reasons people choose the job they do?

### Instructional Resources/Tools

- Missouri Connections interest inventory:
  - “Things I Like to Do” handout  
  - “What Are Skills” handout

### Literacy Connections

- N/A

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<tr>
<td>• Discussion of issues and ideas</td>
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<tr>
<td>• Math: Data analysis</td>
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<tr>
<td>• Social Studies: Relationships of individuals to institutions</td>
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<td>Strand</td>
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<tr>
<td>Big Idea</td>
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</tbody>
</table>

**Concept**

K. Shows respect for all workers

**Learning Targets**

3. • Describe the contributions of a variety of jobs in the community

**Alignments:**

CCSS: 5.SL.1a  
Performance: 1.10, 4.2  
Knowledge: (CA) 6 (SS) 6  
MGGLE: CD.7.C  
NETS: 3  
DOK: 2

**Instructional Strategies**

• With teacher input, students will discuss jobs present in their community and explain their benefits to the community

**Assessments/Evaluations**

• Teacher observation of:  
  • discussions  
  • student participation

**Sample Assessment Questions**

• How do different jobs benefit the community?

**Instructional Resources/Tools**

• Missouri Connections:  
  • Career video segments  
  • “If I Became” activity
<table>
<thead>
<tr>
<th>Literacy Connections</th>
</tr>
</thead>
<tbody>
<tr>
<td>• <em>The Nuts and Bolts of Career Exploration</em> by Connie Miller</td>
</tr>
<tr>
<td>• <em>Career Payday</em> by Marianne Vandawalker</td>
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<td><strong>Big Idea</strong></td>
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<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>L. Describes career decision making</td>
<td>1. Describe the roles and responsibilities of workers within the six (6) career paths</td>
</tr>
</tbody>
</table>

**Alignments:**
- CCSS: 5.SL.1a,d; 5.SL.4
- Performance: 4.1, 4.5
- Knowledge: (CA) 6
- MGGLE: CD.8.A
- NETS: 1a; 4a
- DOK: 2

**Instructional Strategies**

- The teacher will provide information for students to explore various careers within the six career paths

**Assessments/Evaluations**

- Teacher observation of student participation

**Sample Assessment Questions**

- Describe the responsibilities of workers within each career path

**Instructional Resources/Tools**

- [www.missouriconnections.org](http://www.missouriconnections.org)
- “Learn about the Workplace” activity
- “Career Interest Inventory”
- “Guess the Career” game – MCGM – E1 – 19

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## Literacy Connections

- *Researching Careers – A Creative Exploration of Careers from A to Z* by Marji E. Gold-Vukson

## Cross Curricular Connections

- **ELA:**
  - Speaking and listening
  - Discussions of issues and ideas
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<tbody>
<tr>
<td>Big Idea</td>
<td>Knowing Where and How to Obtain Information about the World of Work and Post-Secondary Training/Education</td>
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</table>

<table>
<thead>
<tr>
<th>Concept</th>
<th>Learning Targets</th>
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</thead>
<tbody>
<tr>
<td>M. Identifies education and career requirements</td>
<td>2.</td>
</tr>
<tr>
<td></td>
<td>• Compare and contrast the training and educational requirements for a variety of careers</td>
</tr>
</tbody>
</table>

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<thead>
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</thead>
<tbody>
<tr>
<td>CCSS: 5.SL.1a,c</td>
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<tr>
<td>Performance: 4.1, 4.5</td>
</tr>
<tr>
<td>Knowledge: (CA) 6</td>
</tr>
<tr>
<td>MGGLE: CD.8.B</td>
</tr>
<tr>
<td>NETS: 1a; 2d</td>
</tr>
<tr>
<td>DOK: 2</td>
</tr>
</tbody>
</table>

**Instructional Strategies**

- The student will be able to distinguish between the skills necessary for each career path

**Assessments/Evaluations**

- Teacher observation of student participation
- Students will complete an interest inventory within Missouri Connections and investigate the requirements for careers of interest

**Sample Assessment Questions**

- Describe the educational requirements necessary for your chosen career path

**Instructional Resources/Tools**

- [www.missouriconnections.org](http://www.missouriconnections.org)
- “Interest Inventory”
- “Occupations Scavenger Hunt”
- “How Do I Get There” activity

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## Literacy Connections

- N/A

## Cross Curricular Connections

- ELA:
  - Speaking and listening
  - Discussions of issues and ideas
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<td>Big Idea</td>
<td>Applying Employment Readiness Skills and the Skills for On-The-Job Success</td>
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**Concept**

N. Identifies job seeking skills

**Learning Targets**

2. • Identify the skills needed to develop a portfolio

**Alignments:**

CCSS: 5.SL.1a,c; 5.SL.3
Performance: 1.8, 1.10
Knowledge: (CA) 1,4,6
MGGLE: CD.9.B
NETS: 4b
DOK: 2

**Instructional Strategies**

• The teacher will help students create portfolios and discuss the elements of a successful portfolio

**Assessments/Evaluations**

• Portfolio – assessed on completion of portfolio
• Teacher observation

**Sample Assessment Questions**

• Identify the elements necessary to create a successful portfolio

**Instructional Resources/Tools**

• [www.missouriconnections.org](http://www.missouriconnections.org) - “My Portfolio” activity

**Literacy Connections**

• N/A
## Cross Curricular Connections

- **ELA:**
  - Speaking and listening
  - Discussions of issues and ideas