

**D.W. Lunt School Counseling and Guidance Program
Alignment with the Maine Learning Results
D.W. Lunt School - Falmouth, Maine
November 2009**

<http://www.falmouthschools.org/k2counseling>

Kindergarten Guidance Curriculum - Lunt School * Falmouth, Maine (As of 11/19/09)

	Lesson #1	Lesson #2	Lesson #3	Lesson #4	Lesson #5	Lesson #6	Lesson #7	Lesson #8
Maine Learning Results Guiding Principles	Introductions/ Orientation to Guidance and the School Counselor	Feelings (book and feelings game)	Feelings and "I feel" messages	"I feel" messages (role playing)	Personal Body Safety (book)	Individual Differences	Friendship	Transition to First Grade
I. A Clear and Effective Communicator:								
A. Uses oral, written, visual, artistic and technological modes of expression.	X	X		X	X	X	X	X
B. Reads, listens to and interprets messages from multiple sources.	X	X	X	X	X	X	X	X
II. A Self-Directed and Life-Long Learner:								
A. Creates career and education plans that reflect personal goals, interests, and skills, and available resources.								
III. A Creative and Practical Problem Solver:								
A. Observes situations objectively to clearly and accurately define problems.			X	X	X		X	X
C. Identifies patterns, trends and relationships that apply to solutions to problems.					X			X
D. Generates a variety of solutions, builds a case for the best response and critically evaluates its effectiveness.				X	X			
IV. A Responsible and Involved Citizen:								
A. Recognizes the power of personal participation to affect the community and demonstrates participation Skills.		X	X	X			X	
B. Understands the importance of accepting responsibility for personal decisions and actions.		X	X	X			X	
C. Knows the meaning of achieving of personal and community Health and well-being.		X		X	X	X	X	
D. Recognizes and understands the diverse nature of society.						X		
V. A Collaborative and Quality Worker								
B. Assesses individual interests, aptitudes, skills and values in relations to demands in the workplace.								
VI. An integrative and Informed Thinker								
A. Applies knowledge and skills in and across English language arts, visual and performing arts, foreign languages, health and physical education, mathematics, science and technology, social studies, and career preparation.		X	X	X		X	X	

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	Lesson #1	Lesson #2	Lesson #3	Lesson #4	Lesson #5	Lesson #6	Lesson #7	Lesson #8
Maine Learning Result Content Areas	Introductions/ Orientation to Guidance and the School Counselor	Feelings (book and feelings game)	Feelings and "I feel" messages	"I feel" messages (role playing)	Personal Body Safety (book)	Individual Differences	Friendship	Transition to First Grade
Career Preparation								
A. Preparing for the Future								
1. Develop effective ways to interact with others during school and after-school activities.		X	X	X	X		X	
4. Demonstrate workplace behaviors such as punctuality, flexibility, teamwork, and perseverance.			X	X		X	X	
B. Education/Career Planning and Management								
3. Identify personal strengths and interests.	X					X		
English Language Arts								
B. Literature and Culture								
1. Understand the basic plot of simple stories.	X	X	X		X	X	X	
2. Draw logical conclusions about what will happen next or how things might have turned out differently in a story.			X		X	X	X	
E. Process of Writing and Speaking								
1. Tell about experiences and discoveries, both orally and in writing.	X	X	X	X	X	X	X	
2. Respond to stories orally and in writing.	X	X	X		X	X	X	
3. Respond to remarks or statements orally and in writing.	X	X	X		X	X	X	X
Health Education								
B. Health Information, Services, and Products								
1. Identify which school and community health helpers are needed in given situations.	X				X			
C. Health Promotion and Risk Reduction								
4. Demonstrate a variety of safety skills for different situations.					X			
5. Applying coping strategies when they feel too excited, anxious, angry or out of control.		X	X	X				
E. Communication Skills								
1. Demonstrate healthy ways to express needs, wants, and feelings.	X	X	X	X	X		X	X
2. Distinguish between verbal and nonverbal communication.		X	X	X				
F. Decision-Making and Goal Setting								
1. Explain when assistance is needed in making health-related decisions and setting health goals.	X		X	X	X			

First Grade Guidance Curriculum - Lunt School * Falmouth, Maine (As of 11/19/09)

	Lesson #1	Lesson #2	Lesson #3	Lesson #4	Lesson #5	Lesson #6	Lesson #7	Lesson #8	Lesson #9
Maine Learning Results Guiding Principles	Intro. Guidance & School Counseling/ Making Connections	Conflict Resolution Skills	Anger Management	Friendship (video & student-made book)	Individual Difference (video and partner work)	Bully Prevention	Tattling vs Telling	Personal Body Safety (book)	Cooperation
I. A Clear and Effective Communicator:									
A. Uses oral, written, visual, artistic and technological modes of expression.	X	X	X	X		X	X		X
B. Reads, listens to and interprets messages from multiple sources.	X		X	X	X	X	X	X	X
II. A Self-Directed and Life-Long Learner:									
A. Creates career and education plans that reflect personal goals, interests, and skills, and available resources.									
Solver:									
A. Observes situations objectively to clearly and accurately define problems.		X		X	X	X	X	X	
C. Identifies patterns, trends and relationships that apply to solutions to problems.		X		X	X	X	X		
D. Generates a variety of solutions, builds a case for the best response and critically evaluates its effectiveness.		X	X			X	X		
IV. A Responsible and Involved Citizen:									
A. Recognizes the power of personal participation to affect the community and demonstrates participation Skills.	X	X		X	X	X	X		X
B. Understands the importance of accepting responsibility for personal decisions and actions.	X	X	X	X	X	X	X		
C. Knows the meaning of achieving of personal and community Health and well-being.		X	X			X	X	X	
D. Recognizes and understands the diverse nature of society.	X			X	X				
V. A Collaborative and Quality Worker									
B. Assesses individual interests, aptitudes, skills and values in relations to demands in the workplace.					X				
VI. An integrative and Informed Thinker									
A. Applies knowledge and skills in and across English language arts, visual and performing arts, foreign languages, health and physical education, mathematics, science and technology, social studies, and career preparation.		X	X	X	X	X	X		X

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	Lesson #1	Lesson #2	Lesson #3	Lesson #4	Lesson #5	Lesson #6	Lesson #7	Lesson #8	Lesson #9
Maine Learning Results Content Areas	Intro. Guidance & School Counseling/ Making Connections	Conflict Resolution Skills	Anger Management	Friendship (video & student-made book)	Individual Difference (video and partner work)	Bully Prevention	Tattling vs Telling (Video)	Personal Body Safety (book)	Cooperation
Career Preparation									
A. Preparing for the Future									
1. Develop effective ways to interact with others during school and after-school activities.	X	X	X	X	X	X	X		X
4. Demonstrate workplace behaviors such as punctuality, flexibility, teamwork, and perseverance.		X		X	X		X		X
B. Education/Career Planning and Management									
3. Identify personal strengths and interests.	X								
English Language Arts									
B. Literature and Culture									
1. Understand the basic plot of simple stories.	X		X	X	X	X	X	X	X
2. Draw logical conclusions about what will happen next or how things might have turned out differently in a story.	X		X	X	X	X	X	X	X
E. Process of Writing and Speaking									
1. Tell about experiences and discoveries, both orally and in writing.	X	X	X	X	X	X	X	X	X
2. Respond to stories orally and in writing.	X	X	X	X	X	X	X	X	X
3. Respond to remarks or statements orally and in writing.	X		X	X	X	X	X	X	X
Health Education									
B. Health Information, Services, and Products									
1. Identify which school and community health helpers are needed in given situations.	X	X	X			X	X	X	
C. Health Promotion and Risk Reduction									
4. Demonstrate a variety of safety skills for different situations.		X				X	X	X	
5. Applying coping strategies when they feel too excited, anxious, angry or out of control.		X	X			X			
E. Communication Skills									
1. Demonstrate healthy ways to express needs, wants, and feelings.		X	X	X		X	X	X	
2. Distinguish between verbal and nonverbal communication.		X	X	X		X		X	
F. Decision-Making and Goal Setting									
1. Explain when assistance is needed in making health-related decisions and setting health goals.	X	X	X			X	X	X	

Second Grade Guidance Curriculum - Lunt School * Falmouth, Maine (As of 11/15/09)

	Lesson #1	Lesson #2	Lesson #3	Lesson #4	Lesson #5	Lesson #6	Lesson #7	Lesson #8	Lesson #9
Maine Learning Results Content Areas	Intro. Guidance & School Counseling/ Making Connections	Respectful Behaviors (partner wrk/poster activity)	Conflict Resolution Skills	Positive Friendship Skills	Respecting Differences	Bully Prevention	Peer Pressure (How Far Would You Go?)	Personal Body Safety (video)	Transition to 3rd Grade
Career Preparation									
A. Preparing for the Future									
1. Develop effective ways to interact with others during school and after-school activities.	X	X	X	X	X	X	X		X
4. Demonstrate workplace behaviors such as punctuality, flexibility, teamwork, and perseverance.	X	X	X	X	X		X		X
B. Education/Career Planning and Management									
3. Identify personal strengths and interests.	X	X			X	X	X		
English Language Arts									
B. Literature and Culture									
1. Understand the basic plot of simple stories.		X	X	X	X	X	X	X	X
2. Draw logical conclusions about what will happen next or how things might have turned out differently in a story.		X	X	X	X	X	X	X	X
E. Process of Writing and Speaking									
1. Tell about experiences and discoveries, both orally and in writing.		X	X	X	X	X	X	X	X
2. Respond to stories orally and in writing.		X	X	X	X	X	X	X	X
3. Respond to remarks or statements orally and in writing.	X	X	X	X	X	X	X	X	X
Health Education									
B. Health Information, Services, and Products									
1. Identify which school and community health helpers are needed in given situations.	X		X			X	X	X	X
C. Health Promotion and Risk Reduction									
4. Demonstrate a variety of safety skills for different situations.						X	X	X	
5. Applying coping strategies when they feel too excited, anxious, angry or out of control.			X	X		X	X		X
E. Communication Skills									
1. Demonstrate healthy ways to express needs, wants, and feelings.	X		X	X		X	X	X	X
2. Distinguish between verbal and nonverbal communication.		X	X	X				X	
F. Decision-Making and Goal Setting									
1. Explain when assistance is needed in making health-related decisions and setting health goals.	X		X			X	X	X	X

Small Guidance Groups - Lunt School * Falmouth, Maine (As of 11/19/09)

Maine Learning Results Guiding Principles	Friendship Groups	Family Change Groups	Relaxing With Friends (Coping with Anxiety) Groups	Great to Be Me (Self-esteem) Groups	"Personal Space Camp" Groups
I. A Clear and Effective Communicator:					
A. Uses oral, written, visual, artistic and technological modes of expression.	X	X	X	X	X
B. Reads, listens to and interprets messages from multiple sources.	X	X	X	X	X
II. A Self-Directed and Life-Long Learner:					
A. Creates career and education plans that reflect personal goals, interests, and skills, and available resources.				X	
III. A Creative and Practical Problem Solver:					
A. Observes situations objectively to clearly and accurately define problems.	X	X	X	X	X
C. Identifies patterns, trends and relationships that apply to solutions to problems.		X	X	X	
D. Generates a variety of solutions, builds a case for the best response and critically evaluates its effectiveness.	X	X	X		X
IV. A Responsible and Involved Citizen:					
A. Recognizes the power of personal participation to affect the community and demonstrates participation Skills.	X	X	X	X	X
B. Understands the importance of accepting responsibility for personal decisions and actions.	X	X	X	X	X
C. Knows the meaning of achieving of personal and community health and well-being.		X	X	X	X
D. Recognizes and understands the diverse nature of society.	X	X	X	X	X
V. A Collaborative and Quality Worker					
B. Assesses individual interests, aptitudes, skills and values in relations to demands in the workplace.			X	X	X
VI. An integrative and Informed Thinker					
A. Applies knowledge and skills in and across English language arts, visual and performing arts, foreign languages, health and physical education, mathematics, science and technology, social studies, and career preparation.	X	X	X	X	X

Small Guidance Groups - Lunt School * Falmouth, Maine (As of 11/15/09)

Maine Learning Results Content Areas	Friendship Groups	Family Change Groups	Relaxing With Friends (Coping with Anxiety) Groups	"Great to be Me" (Self-esteem) Groups	"Personal Space Camp" Groups
Career Preparation					
<i>A. Preparing for the Future</i>					
1. Develop effective ways to interact with others during school and after-school activities.	X	X	X	X	X
4. Demonstrate workplace behaviors such as punctuality, flexibility, teamwork, and perseverance.	X	X	X	X	X
<i>B. Education/Career Planning and Management</i>					
3. Identify personal strengths and interests.	X			X	
Health Education					
<i>B. Health Information, Services, and Products</i>					
1. Identify which school and community health helpers are needed in given situations.	X	X	X	X	
<i>C. Health Promotion and Risk Reduction</i>					
4. Demonstrate a variety of safety skills for different situations.	X	X	X		X
5. Applying coping strategies when they feel too excited, anxious, angry or out of control.	X	X	X	X	
<i>E. Communication Skills</i>					
1. Demonstrate healthy ways to express needs, wants, and feelings.	X	X	X	X	X
2. Distinguish between verbal and nonverbal communication.	X	X	X	X	X
<i>F. Decision-Making and Goal Setting</i>					
1. Explain when assistance is needed in making health-related decisions and setting health goals.	X	X	X	X	