

NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



Developmental Guidance - Fifth Grade

April 2021

BOE Approved August 2021

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### **Authors of Course Guide**

Jane Danish

Giovanna Scala

## **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.

## Developmental Guidance

### Grade 5

The developmental guidance curriculum aligns with the district mission, and enhances learning by assisting students to acquire critical skills in the five CASEL competencies: Self-Awareness, Self-Management, Relationship Skills, Social Awareness, and Responsible Decision Making. The curriculum framework aligns with the Connecticut School Counselor Association, the American School Counselor Association and Collaborative for Academic Social and Emotional Learning (CASEL).

This curriculum includes developmentally appropriate lessons focused on mindsets and behaviors of all students. The curriculum outlines the essential questions, curricular outcomes, concepts and understanding students will achieve at the intermediate level, as identified by the Connecticut Comprehensive School Counseling Program Guide. The curriculum is currently planned for up to 15 possible lessons with 10 lessons guaranteed dependent on school-wide scheduling.

## Pacing Guide

### Grade 5- Developmental Curriculum Pacing Calendar

- Each 5th grade class will meet one time a month for 30 minutes (10 lessons guaranteed, 15 possible if scheduling allows)
- Unit 1: Introduction to Guidance - 3 lessons
- Unit 2: Respect for Self and Others - 6 lessons
- Unit 3: Tolerance and Diversity - 3 lessons
- Unit 4: Skills for Learning & School Success- 3 lessons

#### Unit 1: Introduction to Guidance

Lesson	Concepts and Understandings	Suggested Resources
1) Introduction to Guidance	What is guidance? What is the role of a school counselor? Classroom expectations	Classroom expectations chart visual reference
2) Sarah Noble Pledge	What is the pledge? Why is it important to Sarah Noble? How can I show the pledge at school?	Sarah Noble pledge visual reference
3) Safety- Technology	How do I stay safe when using electronic devices like computers or phones?	Brain Pop Jr. <i>Internet Safety</i> video and quiz; Edutopia.org "How to Teach Internet Safety to Younger Elementary Students"

#### Unit 2: Respect for Self and Others

Lesson	Concepts and Understandings	Suggested Resources
4) Self-Regulation- Zones of Regulation & "Tools"	What is self-regulation? Why is it important to understand my behavior and emotions? What are the 4 Zones of Regulation colors? What are some of the feelings in each Zone? Zones of Regulation colors and feelings Self- Check: What zone am I	<i>The Zones of Regulation: A Curriculum Designed to Foster Self-Regulation And Emotional Control</i> by Leah M. Kuypers

	in? (How am I feeling? And, which zone is that in?) What tools (strategies) can I use to get back to the green zone if I am in blue, yellow or red? What tools (strategies) can help me stay in the green zone? Why is it important to understand my emotions/behavior and find myself back in the green zone at school?	
5) Positive Self-Talk/ Self Compassion	What is positive self talk (inner coach)? What is negative self-talk (inner critic)? Why should I practice positive self- talk? What is an affirmation? How do positive self-talk and affirmations make me feel?	<i>The Zones of Regulation: A Curriculum Designed to Foster Self-Regulation And Emotional Control</i> by Leah M. Kuypers - Inner Coach vs. Inner Critic worksheet; I Think, I am By Louise Hay,
6) Choose Love- Self-Compassion	How do I show compassion toward myself? How does compassion make me feel? Why is compassion for myself important?	<i>I am Love- a book of Compassion</i> by Susan Verde; Mindfulness activity to cultivate compassion: GoNoodle.com/ Empower Tools: <i>Have Compassion</i> video
7) Choose Love- Gratitude, Courage, Forgiveness	What is gratitude? How does gratitude make us feel? Why should I practice gratitude? What is courage? How do I show courage? What is forgiveness? How does forgiveness make us feel?	Choose Love Movement Curriculum; thank-you card writing; writing activity personal reflection worksheet, "What I am grateful for." <i>What is Forgiveness?</i> video by Jesse Lewis Choose Love Movement
8) Friendships- What is a good friend? Healthy vs. Unhealthy	What does it mean to be a good friend? Why are friendships important? What is a healthy friendship? What is an unhealthy friendship? Why is it important to be in a healthy friendship?	<i>Be a Good Friend</i> GoNoodle Video; <i>Social Thinking! A Social Thinking Curriculum</i> by Michelle Garcia Winner; <i>ABCs of a Healthy Friendship</i> Brandi Thompson, The Counseling Teacher; <i>What Makes A Good Friend</i> youtube video

9) Communicating with “I Feel Messages”	Connecting feels to situations. Expressing feelings through “I feel” messages. How “I Feel Messages” can help with conflict resolution.	“I feel” message writing activity sheet; small group role play situations using “I feel” messages for conflict resolution
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### Unit 3: Tolerance and Diversity

Lesson	Concepts and Understandings	Suggested Resources
10) Respecting Others Differences	Why is it important to appreciate and understand each other’s similarities and differences? How do you show respect for others?	use the game- “Just Like Me” where students decide statements that are true for them and discuss how others had different opinions. Video- Respecting each other’s differences, You Tube
11) Empathy	What is empathy? How do I show empathy? How does empathy help me build positive relationships?	<i>The Invisible Boy</i> by Trudy Ludwig, <i>I am Human - a book on empathy</i> by Susan Verde, <i>Stand in My Shoes</i> by Bob Sorenson
12) Choose Love- Compassion	What is compassion? How does compassion make me feel? How do I show compassion? Identifying compassionate people and characters	Choose Love Movement Curriculum; writing/reflection worksheet “How I show Compassion”; Mindfulness activity to cultivate compassion: GoNoodle.com/Empower Tools: <i>Have Compassion</i> video, <i>I am Love- a book of compassion</i> by Susan Verde

#### Unit 4: Skills for Learning, School Success, Growth Mindset

Lesson	Concepts and Understandings	Suggested Resources
13) Goal setting	What is a goal? What is perseverance? How does growth mindset, goals and perseverance relate to each other? What is a school goal I want to set for myself? What do I need to do to achieve my goals?	Sesame Street videos, <i>Don't Give Up</i> by Bruno Mars and <i>The Power of Yet</i> by Janelle Monae, <i>Jack's Talent</i> by Maryann Cocca-Leffler, visual reference posters, <i>Salt in his Shoes</i> , <i>Michael Jordan in Pursuit of a Dream</i> by D. Jordan; Goal Setting activity worksheet; <i>Mindset</i> by Carol Dweck, Phd; Accomplish Big Things with a Growth Mindset Poster; Youtube video: Growth Mindset vs. Fixed Mindset
14) Problem Solving	What is conflict management? What are the problem solving steps? Why is it important to solve a problem? How do I identify the size of the problem?	<i>The Zones of Regulation: A Curriculum Designed to Foster Self-Regulation And Emotional Control</i> by Leah M. Kuypers; <i>Go from Conflict to Resolution in 4 Easy Steps</i> youtube; "How Do I Handle Conflict" Worksheet from <a href="http://www.MyleMarks.com">www.MyleMarks.com</a>
15) Learning skills for transition to middle school	What do I need to know for middle school? How do I prepare myself for learning in middle school? What skills are important for middle school? Do I have any worries about middle school?	<i>Mindset</i> - Carol Dweck, <i>Grit</i> - Angela Duckworth, <a href="#">The Dot by Peter H. Reynolds   Read aloud Book for kids</a> , <i>Wilma Unlimited: A Digital Story</i> Youtube.com video, <a href="#">Moving up to Middle School</a> Writing activity to address worries/fears about transitioning to 4th grade



## Unit 1: Introduction to Guidance

<p>Standards:</p> <p><b>Common Core State Standards for College and Career Readiness Anchor Standards</b></p> <p><b>CCSS.ELA-LITERACY.W.2.8</b> Recall information from experiences or gather information from provided sources to answer a question.</p> <p><b>CT School Counselor Association (CSCA) Curriculum Standards/American School Counselor Association (ASCA) Standards:</b> Domain: Personal/Social Standard 9: Survival and Safety Skills-P/S9.K-2.3 - Describe aspects of a safe environment. PS:C1.6 Identify resource people in the school and community, and know how to seek their help Domain: Academic: A:A1.5 Identify attitudes and behaviors that lead to successful learning <b>CASEL Guide for Social and Emotional Competencies (2013)</b></p>	<p><b>Transfer</b></p> <p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"><li>• Demonstrate their understanding of the role of the school counselor by providing an example when it would be important to access a school counselor</li><li>• Identify how to access their counselor</li><li>• Demonstrate their understanding of the School Pledge by providing an example of how they can use the School pledge in school and at home</li><li>• Demonstrate their understanding of safe use of technology at school and at home</li></ul>				
	<p><b>Meaning</b></p> <table><tr><th>Understandings</th><th>Essential Questions</th></tr><tr><td><ul style="list-style-type: none"><li>• Identifying aspects of the school counselor’s role</li><li>• Communicating who trusted adults in school are</li><li>• Identifying the school behavioral expectations</li><li>• Demonstrating positive behavioral expectations</li><li>• Identifying instances of technology safety at school and at home</li></ul></td><td><ul style="list-style-type: none"><li>• What is the role of the school counselor?</li><li>• Who are the trusted adults in the school?</li><li>• What are the expected behaviors at school?</li><li>• How do I show the expected behaviors at school?</li><li>• Why is it important to be safe online?</li><li>• How am I safe online and when using technology at home or at school?</li></ul></td></tr></table>		Understandings	Essential Questions	<ul style="list-style-type: none"><li>• Identifying aspects of the school counselor’s role</li><li>• Communicating who trusted adults in school are</li><li>• Identifying the school behavioral expectations</li><li>• Demonstrating positive behavioral expectations</li><li>• Identifying instances of technology safety at school and at home</li></ul>
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Code	Evaluative Criteria	Assessment Evidence
A	Quiz/Kahoot! for recall of trusted adults in school	<b>PERFORMANCE TASK(S):</b> <i>Students will show that they really understand evidence of...</i>  What/who the safety resources are in school by writing or verbally communicating at least 3.  Reciting or writing the four components of the School pledge  Verbally and through writing identifying the school counselor's role  Written task identifying safe technology skills  Thumbs up/Thumbs down assessment when discussing positive/negative technology practices
A	Observation of knowledge of School Pledge	
A	Assess student ability to accurately identify the school counselor's role in school through use of a rubric	
A, M	Assessment of safety skills when using technology through use of a rubric for answers to quiz Observation of group assessment identifying positive/negative technology skills	

Code	<i>Pre-Assessment</i>
	Ask students: "What is the role of a school counselor?", "What is a Guidance class?" to name the trusted adults at school for 4th graders? "When would you need to see the school counselor and how do you ask to see them?" "When would you need to see the principal?" "What is the Sarah Noble Pledge?" "What would you do to show the parts of the pledge in school? at home?" "How can I be safe when using technology?"

## Unit 2: Respect for Self and Others

<p>Standards:</p> <p><b>CCSS.ELA-LITERACY.W.2.8</b> Recall information from experiences or gather information from provided sources to answer a question.</p> <p><b>CSCA Curriculum</b> Standards/ASCA Standards Domain: Personal/Social, Standard 7: Respect Self and Others P/S7.K-2.1 Identify and express feelings. P/S7.K-2.2 Share feelings and listen to others. P/S7.K-2.3 Identify and illustrate positive characteristics of themselves. P/S7.K-2.4 Identify skills used for positive interpersonal relations. P/S7.K-2.8 Demonstrate ways to make and keep friends. Standard 9: Survival and Safety Skills P/S9.K-2.6 Understand qualities that are helpful in making good friends. P/S9.K-2.8 Learn techniques for managing stress.</p>	<b>Transfer</b>
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"><li>• Help them understand and respect self and others.</li><li>• Demonstrate an understanding of self regulation, stress management and positive relationship skills and how to apply them in their lives.</li></ul>
	<b>Meaning</b>

<p><b>The ASCA Mindsets &amp; Behaviors for Student Success: K-12</b> College- and Career-Readiness Standards: M 3. Sense of belonging in the school environment M 6. Positive attitude toward work and learning positive character traits B-SS 2. Create positive and supportive relationships with other students</p> <p><b>CASEL Guide for Social and Emotional Competencies (2013)</b></p> <ul style="list-style-type: none"> <li>• <b>Self-Management:</b> The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations, effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.</li> <li>• <b>Relationship Skills:</b> The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.</li> </ul>	<p><b>Understandings and Concepts:</b></p> <ul style="list-style-type: none"> <li>• Developing positive relationships</li> <li>• Respect for others</li> <li>• Effective communication</li> <li>• Conflict resolution skills</li> <li>• Self-control (self-regulation)</li> <li>• Stress management</li> <li>• Character Traits for positive relationships</li> <li>• defined by Choose Love Movement</li> <li>• Understanding of how to create positive and supportive relationships with other students</li> <li>• Understanding of qualities that are helpful in making good friends</li> <li>• Self care importance and strategies</li> <li>• Problem solving steps and conflict management strategies("I" statements, active listening, compromise)</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What is needed to understand and respect self and others?</li> <li>• Why are positive relationships important?</li> <li>• What skills are used for positive interpersonal relationships?</li> <li>• Why is it important to acknowledge the needs of others?</li> <li>• How do I make and keep friends?</li> <li>• How do my decisions affect outcomes? (choice and consequence)</li> <li>• Where and how do I seek help for solving problems?</li> <li>• How do I deal with conflict?</li> <li>• How do I manage stress and worry?</li> <li>• How do I manage my feelings?</li> <li>• How do my feelings affect my behavior?</li> <li>• How do I show the Choose Love positive character traits of forgiveness, compassion for self, and gratitude</li> </ul>
<b>Acquisition</b>		

<ul style="list-style-type: none"> <li>Responsible Decision-Making:</li> </ul> <p>The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.</p>	<p><b><i>Students will know...</i></b></p> <ul style="list-style-type: none"> <li>Names of feelings</li> <li>Emotional triggers</li> <li>Feelings in each of the Zones of Regulation</li> <li>Tools/strategies for self-regulation</li> <li>Identification of the feelings of others</li> <li>Friendship skills</li> <li>Zones of Regulation</li> <li>Choose Love Movement character traits and meanings</li> <li>Ways to use conflict management skills and problem solving to get along with others</li> <li>Which traits are healthy vs unhealthy in a friendship</li> <li>Ways to show self care/positive self talk to show compassion to self</li> </ul>	<p><b><i>Students will be skilled at...</i></b></p> <ul style="list-style-type: none"> <li>Identifying feelings</li> <li>Identifying emotional triggers</li> <li>Successfully regulating one's emotions, thoughts, and behaviors in different situations, effectively managing stress, controlling impulses, and motivating oneself.</li> <li>Identifying qualities that are helpful in making friends</li> <li>Identifying and demonstrating problem solving steps and conflict management skills</li> <li>Identifying healthy vs unhealthy friendships</li> <li>Using positive self talk to show compassion to themselves</li> <li>Communicating clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.</li> </ul>
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Code	Evaluative Criteria	Assessment Evidence
	<b>Evaluative Criteria</b>	Performance Task(s): <b><i>Students will show that they really understand evidence of...</i></b>
A, T	Kahoot quiz for naming personal feelings and identifying situations that may cause a feeling	Naming feelings game as a whole class, or turn and talk with partner: connecting feelings to situations and identifying emotional triggers
A, T, M	Exit ticket using an "I Feel Messages" to identify and express feelings and as a conflict resolution strategy	Writing "I Feel" message, role-play conflict situations using "I feel" messages
A, T	Observing student interaction in turn and talk and small group-looking for positive communication skills(rubric for positive interaction/friendship skills)	Listening to others name their feelings through "turn and talk" activity with a partner.
T, M		Naming and writing qualities they will use and find helpful in making friends. Verbal evidence; list compiled as a class.
A, T, M	Kahoot/quiz for naming qualities that are helpful in making friend	One way to manage worries by verbalizing positive self-talk / affirmations as a whole class (e.g. "I can ask for help," "I am brave," "I won't let my fear stop me from doing the right thing.")
A, T, M	Kahoot/quiz for naming and demonstrating a strategy for managing emotions and Choose Love qualities	Demonstrating diaphragmatic breathing as a tool for self-regulating by taking 3 deep belly breaths together as a whole class; Doing tense, rest and relax exercises as a whole class; physical movement like jumping jacks; calming strategies taught in class; identifying positive thoughts as a tool for managing emotions
		Recognizing ways to demonstrate Choose love qualities within a small group discussion
A, T		Writing an example of a healthy and an unhealthy friendship

Code	<b>Pre-Assessment</b> <b>teacher will direct whole-class discussions to determine prior-knowledge of concepts using questions:</b> What is respect and how do we show it to others? How does respect help us connect and work well with others? How does respect make us feel? How do you build good relationships with others? Why is it important to think about the feelings of others? What makes someone a good friend? How do you make and keep friends? How do you know what you are feeling? How do you calm yourself when angry or worried? What are the Zones of Regulation and what are emotional triggers? Why is it helpful to know the Zones of Regulation? What is Choose Love and what is Gratitude, Compassion, Courage and Forgiveness? How do you show the Choose Love qualities? What is Conflict Management and Problem Solving and how can they help me?	
A	<b>Summary of Key Learning Events and Instruction</b>  Teacher will present concept through video, quote, visual or story to increase student engagement  Students will acquire an understanding of Choose Love Movement Character Traits, Conflict Management/Problem Solving, Friendship skills, self compassion and emotional regulation through various activities: games, role plays, turn and talk, small group and large group discussion.	<b>Progress Monitoring</b>  Observation of student engagement as students repeat aloud definitions of concepts introduced  Hand signals to indicate student understanding of concepts presented  Observation of responses in whole-class discussion or “turn and talk” activities, or drawn personal examples Observation of student engagement and participation in “turn and talk” activities and whole-class sharing of outcomes
A		



T M	Students will identify a time when they showed the positive character trait being introduced or the concept being discussed	Written or verbal assessment / monitoring of students' verbal or written responses.
A T	Students will acquire an understanding of identifying feelings and listening to others by "turn and talk" activity with partner, in which students express to each other how they are feeling	Verbal or written assessment or demonstration through sorting and matching feelings with Zones colors
M T	Students will identify qualities that are helpful in making and keeping friends by listing or naming qualities they will use and find helpful in making friends. Verbal or written evidence.	Verbal or written assessment of Zones check-in and naming of feeling/trigger in that Zone  Assessment of verbal or demonstrated responses
A	Students will identify the colors of the Zones of Regulation and at least one feeling in each Zone and will be able to identify which "Zone" they are in based on identifying their feelings	Observation of student engagement in demonstrating strategies
A T	Students will name or demonstrate at least one strategy for self-regulation for each Zone and will identify triggers for each Zone	Observation of student responses/role plays  Verbal or written responses
A T	Students will practice managing worries by practicing and demonstrating, positive self-talk, deep breaths, calming tools	
A M T	Students will practice using problem solving steps/conflict management skills and "I" statements	
	<b>Suggested Resources:</b> Choose Love Movement Enrichment Program Curriculum Choose Love Movement Equation poster New Milford Public Schools Character Trait Chart <i>Howard B. Wigglebottom and the Monkey on His Back</i> by Susan F. Cornelison and Howard Binkow <i>Personal Space Camp</i> by Julia Cook	

	<p><i>Too Loud Lily</i> by Sophia Lagune</p> <p><i>Popcorn Park Six Pillars of Characterism: Respect</i></p> <p><i>Ryan Respects</i> by Virginia Kroll</p> <p><i>Wilma Unlimited: A Digital Story</i> Youtube.com video</p> <p>GoNoodle.com Empower Tools: <i>Have Compassion</i> video</p> <p><i>Wilma Unlimited: A Digital Story</i> Youtube.com video; <i>Enemy Pie</i> by Derek Munson</p> <p><i>Hey Little Ant</i> by Phillip and Hannah Hoose</p> <p><i>I Am Love: A Book Of Compassion</i> by Susan Verde</p> <p><i>When My Worries Get Too Big</i> by Kari Dunn Buron <i>Crazy Hair Day</i> by Barney Saltzberg</p> <p><i>You Be You</i> by Linda Kranz</p> <p><i>The New Kid</i> by Katie Couric</p> <p><i>Have You Filled A Bucket Today?</i> by Carol McCloud <i>Ryan Respects</i> by Virginia Kroll</p> <p><i>Bucket Filling from A to Z</i></p> <p><i>The Key to Being Happy Book</i> by Carol McCloud and Caryn Butzke</p> <p><i>The Zones of Regulation: A Curriculum Designed to Foster Self-Regulation And Emotional Control</i> by Leah M. Kuypers</p>	
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### Unit 3: Tolerance and Diversity

<b>Standards:</b>  Common Core State Standards for College and Career Readiness  <b>CCSS.ELA-LITERACY.W.2.8</b> Recall information from experiences or gather information from provided sources to answer a question.  <b>CSCA Curriculum Standards/ASCA Standards</b> Domain: Personal/Social, PS:A2 Acquire Interpersonal Skills PS:A2.1 Recognize that everyone has rights and responsibilities PS:A2.2 Respect alternative points of view PS:A2.3 Recognize, accept, respect and appreciate individual differences PS:A2.4 Recognize, accept and appreciate ethnic and cultural diversity PS:A2.5 Recognize and respect differences in various family configurations  <b>The ASCA Mindsets &amp; Behaviors for Student</b>	<b>Transfer</b>	
	<i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> <li>Take the perspective of and empathize with others, including those from diverse backgrounds and cultures.</li> <li>Respect alternative points of view, to recognize, accept, respect and appreciate individual differences and ethnic and cultural diversity.</li> <li>Establish and maintain healthy and rewarding relationships with diverse individuals and groups.</li> </ul>	
	<b>Meaning</b>	
	<b>Understandings:</b> <ul style="list-style-type: none"> <li>Respect for others is a life skill.</li> <li>Effective communication builds relationships.</li> <li>The importance of developing positive relationships</li> <li>The importance of Empathy</li> <li>The importance of tolerating others</li> <li>The importance of compassion for others</li> </ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>Why is respect for others important?</li> <li>Why are positive relationships important?</li> <li>Why is it important to understand the differences of others?</li> <li>Why is empathy important?</li> <li>How is tolerance essential to positive relationships?</li> <li>What is needed to understand and respect others' opinions that are not like ours?</li> <li>What skills, knowledge and attitudes are needed to understand and show Compassion for others?</li> </ul>

<p><b>Success: K-12 College- and Career-Readiness Standards:</b> B-SS 2. Create positive and supportive relationships with other students</p> <p><b>CASEL Guide for Social and Emotional Competencies (2013)</b></p> <ul style="list-style-type: none"> <li>• <b>Social Awareness:</b> The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.</li> <li>• <b>Relationship Skills:</b> The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.</li> </ul>	<p><b>Acquisition</b></p> <div> <div> <p><b><i>Students will know...</i></b></p> <ul style="list-style-type: none"> <li>• The importance of respecting others</li> <li>• The definition of empathy and ways to show it others</li> <li>• Choose Love Movement character traits-especially compassion for others</li> <li>• The definition of compassion to others and how to show it to others</li> <li>• The value of respecting differences of others and how to do so</li> <li>• Knowledge of how to take the perspective of and empathize with others, including those from diverse backgrounds and cultures</li> <li>• Knowledge of how to establish and maintain healthy and rewarding relationships with diverse individuals and groups.</li> </ul> </div> <div> <p><b><i>Students will be skilled at...</i></b></p> <ul style="list-style-type: none"> <li>• Listening to others</li> <li>• Showing empathy</li> <li>• Showing respect to others</li> <li>• Identifying Choose Love Movement traits</li> <li>• Naming situations in which they could show compassion to others</li> <li>• Using listening skills to build relationships and understand others better</li> <li>• Demonstrating ways to show others respect, compassion, and empathy</li> </ul> </div> </div>	
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Code	Evaluative Criteria	Assessment Evidence
A, T	Kahoot-quiz identifying ways to show empathy, compassion, and respect for others	<b>PERFORMANCE TASK(S):</b> <i><b>Students will show that they really understand evidence of...</b></i>
A, T	Observation of activities involving ways to show respect, compassion, and empathy for others- evaluated based on a checklist	<p>Verbal or written responses showing understanding of respect, empathy and compassion for others</p> <p>Observation of student engagement in demonstrating ways to show respect, empathy and compassion</p>
A, T	Exit ticket identifying a way to show respect, empathy and compassion for others	<p>Verbal or written responses showing ways to show respect for others with different backgrounds and opinions</p> <p>Verbal or written responses ways to show compassion for others</p> <p>Role plays of situations in which others opinion may differ from student and how to handle it</p>

Code	<b>Pre-Assessment</b> <b>Teacher will direct whole-class discussions to determine prior-knowledge of concepts using questions:</b> What is respect? How does respect help us connect and work well with others? How do we show respect? What is empathy? How do we show empathy? What is compassion? How do you show compassion to others? How are respect, empathy and compassion related? How do you show understanding to those that are different from you or have different opinions from you? Why is it important to understand and respect others' differences?	
	<b>Summary of Key Learning Events and Instruction</b> <b><i>Student success at transfer meaning and acquisition depends on...</i></b>	<b>Progress Monitoring</b>
A	Teacher will engage students with videos, books and activities	Observations of classroom discussion, small group and turn and talk
A	Students will demonstrate whole body listening and self-regulation by demonstrating how to listen with their whole body and identifying the parts of the body that help them listen, and maintaining personal space boundaries	Observations of student responses to whole class questions, Written and verbal assessment -monitoring of responses
A	Students will show I positive teamwork skills when working in groups,	Hand signals to indicate student understanding of concept of respect, compassion and empathy
A, M, T	Students will work independently by performing tasks independently while maintaining expected behaviors	Direct feedback to students  Observation of student responses
A	Students will show what the classroom / school expectations are by demonstrating them during class lessons	

A, M,T	Students will show cooperating by sharing and taking turns in the classroom	
A	Students will state a personal / academic goal is.	
A T M	Students will demonstrate the ability to self-assess progress and attainment of a goal	

## Unit 4: Skills for School Success/Learning

Standards	<i>Transfer</i>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>• Understand the importance of classroom success to future success.</li> <li>• Value working independently and with others.</li> <li>• Define and set an Individual goal.</li> </ul>	
	<i>Meaning</i>	
<p><b>CCSS.ELA-LITERACY.W.2.8</b> Recall information from experiences or gather information from provided sources to answer a question.</p> <p><b>CSCA Curriculum Standards / ASCA Standards</b> Domain: Academic, Standard 1: Skills for Learning, A1.K-2.3 Practice effective speaking and Listening and inquiry skills. A1.K-2.5 Work independently and with others. Domain: Academic Academic Content Standard 2: School Success, A2.K-2.8 Understand the importance of classroom success to future success. A2.K-2.4 Practice self-control and individual responsibility. A2.K-2.5 Apply classroom and school rules. A2.K-2.6 Follow instructions and complete assignments. Standard 4: Investigative Careers C4.K-2.1= Identify personal likes and dislikes Domain: Personal/Social, Content Standard 8: Goal Setting</p>	<p><b>Understandings and Concepts:</b></p> <ul style="list-style-type: none"> <li>• Identification of positive / expected behavior</li> <li>• Showing responsibility for school success</li> <li>• Following Directions</li> <li>• Motivation for successful outcomes</li> <li>• Decision making - choices and consequences</li> <li>• Perseverance</li> <li>• Understanding Growth Mindset vs. Fixed Mindset</li> <li>• Goal setting process</li> <li>• Learning skills necessary for middle school</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What are expected behaviors at school?</li> <li>• Why is it important to listen in school?</li> <li>• Why is learning important?</li> <li>• How do effort and learning relate?</li> <li>• Why are school rules important?</li> <li>• What do I need to do to feel like I belong in my school community?</li> <li>• How do I show perseverance?</li> <li>• What is a growth mindset?</li> <li>• Why is a growth mindset important?</li> <li>• How is middle school different than Intermediate school?</li> <li>• Why is goal setting important in life?</li> </ul>



<p>and Attainment P/S8.K.2.2 Define an Individual Goal</p> <p><b>ASCA Mindsets and Behaviors for Student Success (2014)</b> M 2. Self-confidence in ability to succeed M 3. Sense of belonging in the school environment M 6. Positive attitude toward work and learning B-SMS 1. Demonstrate ability to assume responsibility B-SMS 3. Demonstrate ability to work independently B-SS 1. Use effective oral and written communication skills and listening skills</p> <p><b>CASEL Guide for Social and Emotional Competencies (2013)</b></p> <ul style="list-style-type: none"> <li>Self-Management: The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.</li> </ul>	<p><b>Acquisition</b></p> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>School expectations help keep us safe and help us learn.</li> <li>Learning helps me grow and understand myself and the world</li> <li>The value of learning because it helps students grow and understand the world</li> <li>The importance of Whole-body listening to learning</li> <li>How group work dynamics and teamwork are important to learning</li> <li>Goal setting and responsibility traits as they apply to being an effective student</li> <li>A growth mindset is important to learning and setting goals</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>Working independently</li> <li>Naming expected behaviors</li> <li>Identifying ways to be a good citizen at school</li> <li>Identifying and working toward a goal</li> <li>Identifying growth mindset vs. fixed mindset</li> <li>Identifying learning skills needed for middle school</li> </ul>
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Code	Evaluative Criteria	Assessment Evidence
	Evaluative Criteria	Performance Task(s): <i>Students will show that they really understand evidence of...</i>
T	Working in groups	Demonstrating ability to work in groups by performing tasks in a group while maintaining expected behaviors
T	Working independently	Ability to work independently by performing tasks independently while maintaining expected behaviors
A, T	Following school expected behaviors	Verbalizing the steps for Problem solving
T	Cooperating by sharing and taking turns	Demonstrating cooperation by sharing and taking turns in the classroom
A, T, M	Identifying and working toward a goal (exit ticket for goal setting)	What a goal is by choosing and writing down a goal they want to achieve and self-assessing progress and attainment
A, T, M	Kahoot quiz on learning skills necessary for Middle school	

Code	<p style="text-align: center;"><b><i>Pre-Assessment</i></b></p> <p><b>Teacher will direct whole-class discussions to determine prior-knowledge of concepts using questions:</b>  Ask students, "What are learning skills necessary for middle school?"  Ask students, "What is a goal setting and why is it important?"  Ask students for examples of goals they have set for themselves.  Ask students what steps are needed to solve a problem?</p>

	<b>Summary of Key Learning Events and Instruction</b>	<b>Progress Monitoring</b>
A	Teacher will engage students with videos, books and activities	Observation of students demonstrating expected learning skills
A	Students will show positive teamwork skills when working in groups.	Observation of students working in small groups/turn & talk and independently and demonstrating expected behaviors.
M, T	Students will work independently by performing tasks independently while maintaining expected behaviors	Observation of students working independently on writing / drawing exercises, maintaining respect, responsibility, and following directions
T	Students will show what the classroom / school expectations are by demonstrating them during class lessons	Student role plays using various scenarios.  Observation of students cooperating and taking turns in the classroom.
T, M	Students will show cooperating by sharing and taking turns in the classroom	Students will demonstrate cooperation in skits.  Written or verbal response assessment of growth mindset
T, A	Students will state what a personal / academic goal is	Written or oral response assessment or observation of demonstration of goal attainment
A T M	Students will demonstrate the ability to self-assess progress and attainment of a goal	

	<p><b>Suggested Resources:</b></p> <p><u>Mindset</u>- Carol Dweck</p> <p><u>Grit</u>- Angela Duckworth</p> <p><a href="#">The Dot by Peter H. Reynolds   Read aloud Book for kids</a></p> <p><i>Wilma Unlimited: A Digital Story</i> Youtube.com video</p> <p><a href="#">Moving up to Middle School</a></p>	
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