

NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



Developmental Guidance - Fourth Grade

April 2021

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## **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 4

The developmental guidance curriculum aligns with the district mission, and enhances learning by assisting students to acquire critical skills in three domains: Personal and Social Development, Academic Development, and Career Development. The curriculum framework aligns with the Connecticut School Counselor Association and the American School Counselor Association.

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 4- Developmental Curriculum Pacing Calendar

- Each 4th grade class will meet once a month ( 10-15 lessons based on schedule)
- Unit 1: Introduction to Guidance - 2 lessons
- Unit 2: Respect for Self and Others - 8 lessons
- Unit 3: Tolerance and Diversity - 3 lessons
- Unit 4: Skills for Learning & School Success- 2 lessons

#### Unit 1: Introduction to Guidance

Lesson	Concepts and Understandings	Suggested Resources
1) Review role of counselor/Introduction to 4th grade trusted adults/SNIS Pledge	What is guidance? What is the role of a school counselor? Classroom expectations What is the SNIS pledge? How can I show each part of the pledge at school or at home?	Classroom expectations chart visual reference SNIS pledge visual reference List of 4th grade trusted adults
2) 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
3) Self-Regulation- Zones of	Zones of Regulation colors and feelings	<i>The Zones of Regulation: A Curriculum</i>

Regulation/Self-Regulation - The Zones of Regulation “Tools”	Self- Check: What zone am I 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?	<i>Designed to Foster Self-Regulation And Emotional Control</i> by Leah M. Kuypers
4) Self-Regulation - The Zones of Regulation -Identifying behavioral/emotional triggers	Zones of Regulation colors and feelings Self- Check: What zone am I in? What tool can I use to help myself? What are my behavioral/emotional triggers?	<i>The Zones of Regulation: A Curriculum Designed to Foster Self-Regulation And Emotional Control</i> by Leah M. Kuypers
5) Positive Self-Talk/ Self Compassion/Choose Love- 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? How do I show compassion toward myself? How does compassion make me feel? Why is compassion for myself important?	<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, <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
6) Choose Love- Gratitude	What is gratitude? How does gratitude make us feel? Why should I practice gratitude?What is forgiveness? How does	Choose Love Movement Curriculum; thank-you card writing; writing activity personal reflection worksheet, “What I am grateful for.”
7) Choose Love- Courage/ Forgiveness	What is courage? How do I show courage? What is forgiveness? How does forgiveness make us feel?	Choose Love Movement Curriculum Choose Love Movement Curriculum; <i>What is Forgiveness?</i> video by Jesse Lewis Choose Love Movement
8) Friendships- What is a good friend?	What does it mean to be a good friend? Why are friendships important?	<i>How to make a friend-Brain Pop video/You Tube video, Am I a good friend-worksheet</i>

9) Friendships- Healthy vs. Unhealthy	What is a healthy friendship? What is an unhealthy friendship? Why is it important to be in a healthy friendship?	<i>Healthy vs. unhealthy worksheet/video-YouTube, Friendship red flags worksheet</i>
10) Conflict Management/Problem Solving Steps	What is conflict resolution and why is it important to get along with others? What is the size of my problem? What are the problem solving steps?	Conflict Management videos/Brain Pop, You Tube, How do I handle conflict worksheet, problem solving steps visual/worksheet
11) 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

### Unit 3: Tolerance and Diversity

Lesson	Concepts and Understandings	Suggested Resources
12) 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
13) 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
14) 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
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#### Unit 4: Skills for Learning, School Success, Growth Mindset

Lesson	Concepts and Understandings	Suggested Resources
14) Responsibility -Following Directions - Whole Body Listening	What is responsibility? How does following directions help me learn?What does whole body listening look like? How do I show it? Why is it important?	Why Should I Listen? by Claire Llewellyn; <i>Yes, I Can Listen</i> by Steve Metzger; writing or drawing activity demonstrating listening and focus, <i>Sesame Street: Biscotti Kid</i> video; <i>Whole Body Listening Larry at School!</i> by Elizabeth Sautter & Kristen Wilson- visual reference poster
15) Growth Mindset/Perseverance skills	What is a growth mindset? How does having a growth mindset help me in school? How does having a growth mindset help me with challenges? Why is it important to persevere when meeting a challenge? How can I build my perseverance skills?	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

## Unit 1: Introduction to Guidance

### Stage 1:Desired Results

<p>Standards:  <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>	<b>Transfer</b>	
	<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>	
	<b>Meaning</b>	
	<p><b>Understandings</b></p> <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>	<p><b>Essential Questions</b></p> <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>

	<b>Acquisition</b>	
	<b><i>Students will know...</i></b>	<b><i>Students will be skilled at...</i></b>
<ul style="list-style-type: none"> <li>• Social Awareness: 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> </ul>	<ul style="list-style-type: none"> <li>• The trusted adults in school and how/when to access them</li> <li>• The role of the school counselor and how/when to access a counselor if needed</li> <li>• The Sarah Noble School Pledge</li> <li>• Attitudes and behaviors that lead to successful learning</li> <li>• Aspects of safety when using technology</li> <li>• Safety measures to take on technology at school and at home</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying resource people in the school and community, and know how to seek their help</li> <li>• Describing attitudes and behaviors that lead to successful learning</li> <li>• Naming trusted adults/safety resources/staff in the school building</li> <li>• Understanding when to access the school counselor or other trusted adult</li> <li>• Reciting the SNIS Pledge and understanding it</li> <li>• Describing aspects of a safe environment when using technology</li> </ul>

Stage 2- Evidence		
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	

### Stage 3 - Learning Plan

Code	<b>Pre-Assessment</b>	
	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?”	
A     T M   A T  A,M  M T	<b>Summary of Key Learning Events and Instruction</b> <b><i>Student success at transfer meaning and acquisition depends on...</i></b>  Teacher will engage students through interactive discussion  Teacher will use videos and visuals to interest students in topic  Student knowledge of trusted adults in the school and how to access them  Student knowledge of the role of the school counselor  Student understanding of the school pledge through discussion of classroom examples.  Student knowledge of skills to be safe on technology	<b>Progress Monitoring</b>  Written (3-4 sentences) and oral responses.  Oral responses showing understanding.  Observation of students demonstrating understanding of the school pledge  Observation of students raising hands for positive safety skills on technology vs negative ones  checking in with turn and talks and small group discussions  exit tickets at end of concept taught

## Unit 2: Respect for Self and Others

### Stage 1-Desired Results

Standards:	<i>Transfer</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</b> Standards/ASCA Standards Domain: Personal/Social, Standard 7: Respect Self and Others</p>	<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>	
<p>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>	<i>Meaning</i>	
	<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,</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> </ul>

<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>	active listening, compromise)	<ul style="list-style-type: none"> <li>• How do I show the Choose Love positive character traits of forgiveness, compassion for self, and gratitude</li> </ul>
	<b>Acquisition</b>	
	<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>

<ul style="list-style-type: none"> <li>Responsible Decision-Making: 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.</li> </ul>		
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Stage 2- Evidence		
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
A, T		<p>Recognizing ways to demonstrate Choose love qualities within a small group discussion</p> <p>Writing an example of a healthy and an unhealthy friendship</p>

### Stage 3-Learning Plan

<b>Code</b>	<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></p> <p>What is respect and how do we show it to others?</p> <p>How does respect help us connect and work well with others?</p> <p>How does respect make us feel?</p> <p>How do you build good relationships with others?</p> <p>Why is it important to think about the feelings of others?</p> <p>What makes someone a good friend?</p> <p>How do you make and keep friends?</p> <p>How do you know what you are feeling?</p> <p>How do you calm yourself when angry or worried?</p> <p>What are the Zones of Regulation and what are emotional triggers?</p> <p>Why is it helpful to know the Zones of Regulation?</p> <p>What is Choose Love and what is Gratitude, Compassion, Courage and Forgiveness?</p> <p>How do you show the Choose Love qualities?</p> <p>What is Conflict Management and Problem Solving and how can they help me?</p>
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	<b><i>Summary of Key Learning Events and Instruction</i></b>	<b><i>Progress Monitoring</i></b>
A	Teacher will present concept through video, quote, visual or story to increase student engagement	Observation of student engagement as students repeat aloud definitions of concepts introduced
A	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.	Hand signals to indicate student understanding of concepts presented
T M	Students will identify a time when they showed the positive character trait being introduced or the concept being discussed	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	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	Written or verbal assessment / monitoring of students’ verbal or written responses.
M T	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 or demonstration through sorting and matching feelings with Zones colors
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	Verbal or written assessment of Zones check-in and naming of feeling/trigger in that Zone  Assessment of verbal or demonstrated responses
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 engagement in demonstrating strategies  Observation of student responses/role plays

A T	Managing worries by practicing and demonstrating, positive self-talk, deep breaths, calming tools	Verbal or written responses
A M T	<p>Students will practice using problem solving steps/conflict management skills and “I” statements</p> <p><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  <i>Too Loud Lily</i> by Sophia Lagune  <i>Popcorn Park Six Pillars of Characterism: Respect</i>  <i>Ryan Respects</i> by Virginia Kroll  <i>Wilma Unlimited: A Digital Story</i> Youtube.com video  GoNoodle.com Empower Tools: <i>Have Compassion</i> video  <i>Wilma Unlimited: A Digital Story</i> Youtube.com video; <i>Enemy Pie</i> by Derek Munson  <i>Hey Little Ant</i> by Phillip and Hannah Hoose  <i>I Am Love: A Book Of Compassion</i> by Susan Verde  <i>When My Worries Get Too Big</i> by Kari Dunn Buron <i>Crazy Hair Day</i> by Barney Saltzberg  <i>You Be You</i> by Linda Kranz  <i>The New Kid</i> by Katie Couric  <i>Have You Filled A Bucket Today?</i> by Carol McCloud Ryan  <i>Respects</i> by Virginia Kroll  <i>Bucket Filling from A to Z</i>  <i>The Key to Being Happy Book</i> by Carol McCloud and Caryn Butzke  <i>The Zones of Regulation: A Curriculum Designed to Foster Self-Regulation And Emotional Control</i> by Leah M. Kuypers</p>	

## Unit 3: Tolerance and Diversity

### Stage 1-Desired Results

Standards:	<i>Transfer</i>	
<p>Common Core State Standards for College and Career Readiness</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 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</p> <p><b>The ASCA Mindsets &amp; Behaviors for Student Success: K-12 College- and Career-Readiness Standards:</b></p>	<p><i>Students will be able to independently use their learning to...</i></p> <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>	
	<i>Meaning</i>	
	<p><b>Understandings:</b></p> <ul style="list-style-type: none"> <li>Students will understand what Respect for others is</li> <li>How to use effective communication</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>	<p><b>Essential Questions:</b></p> <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>
	<i>Acquisition</i>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>The importance of respecting others</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>Listening to others</li> </ul>

<p>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>	<ul style="list-style-type: none"> <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>	<ul style="list-style-type: none"> <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>
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## Stage 2-Evidence

Code	Evaluative Criteria	Assessment Evidence
	<b>Evaluative Criteria</b>	<b>PERFORMANCE TASK(S):</b> <i>Students will show that they really understand evidence of...</i>
A, T	Kahoot-quiz identifying ways to show empathy, compassion, and respect for others	Verbal or written responses showing understanding of respect, empathy and compassion for others
A, T	Observation of activities involving ways to show respect, compassion, and empathy for others- evaluated based on a checklist	Observation of student engagement in demonstrating ways to show respect, empathy and compassion  Verbal or written responses showing ways to show respect for others with different backgrounds and opinions
A, T	Exit ticket identifying a way to show respect, empathy and compassion for others	Verbal or written responses ways to show compassion for others  Role plays of situations in which others opinion may differ from student and how to handle it

### Stage 3-Learning Plan

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>  <div data-bbox="174 781 201 808">A</div> Teacher will use activities, videos, visuals, games, and discussion to prompt student engagement  <div data-bbox="174 894 201 922">A</div> Students' understanding of the Choose Love Movement character traits  <div data-bbox="174 1008 201 1036">A</div> Students' understanding of positive character traits- Respect, Empathy and Compassion  <div data-bbox="134 1122 241 1149">A, M, T</div> Students will identify personal experiences in demonstrating positive character traits- respect, empathy, and compassion  <div data-bbox="174 1235 201 1263">A</div> Students will understand the value of accepting others' differences and different opinions through a variety of activities  <div data-bbox="134 1349 241 1377">A, M, T</div> Students will identify personal experiences in demonstrating empathy, respect and compassion	<b>Progress Monitoring</b>  Observations of classroom discussion, small group and turn and talk  Observations of student responses to whole class questions, Written and verbal assessment -monitoring of responses  Hand signals to indicate student understanding of concept of respect, compassion and empathy  Direct feedback to students  Observation of student responses



## Unit 4: Skills for School Success/Learning

Standards	Transfer	
<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, 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. Domain: Personal/Social, Content Standard 8: Goal Setting and Attainment P/S8.K.2.2 Define an Individual Goal</p> <p><b>CT Components of Social, Emotional, and Intellectual Habits (2018)</b></p> <p><b>ASCA Mindsets and Behaviors for Student Success (2014)</b></p>	<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>• Persevere through difficult challenges and learn how to develop goals.</li> <li>• Practice self-control and individual responsibility.</li> </ul>	
	Meaning	
	<p>Understandings and Concepts:</p> <ul style="list-style-type: none"> <li>• Identifying 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> </ul>	<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>• What skills, knowledge and attitudes are needed to be an effective learner in school and in life?</li> <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>• Why is it important to control myself at school?</li> <li>• How do I show perseverance?</li> <li>• What is a growth mindset?</li> <li>• Why is a growth mindset important?</li> </ul>
	Acquisition	

<p>M 2. Self-confidence in ability to succeed M 6. Positive attitude toward work and learning B-SMS 1. Demonstrate ability to assume responsibility B-SMS 3. Demonstrate ability to work independently</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><i>Students will know...</i></b></p> <ul style="list-style-type: none"> <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><b><i>Students will be skilled at...</i></b></p> <ul style="list-style-type: none"> <li>• Demonstrating whole body listening</li> <li>• Working in groups</li> <li>• Working independently</li> <li>• Naming expected school behaviors</li> <li>• Identifying ways to be responsible at school</li> <li>• Working well with others</li> <li>• Identifying and working toward a goal</li> <li>• Identifying growth mindset vs. fixed mindset</li> </ul>
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## Stage 2- Evidence

Code	Evaluative Criteria	Assessment Evidence
	<b>Evaluative Criteria</b>	<b>Performance Task(s):</b> <b><i>Students will show that they really understand evidence of...</i></b>
A, T	Kahoot/Quiz showing understanding of Whole body listening, responsibility and growth mindset	Demonstrating Whole body Listening  Ability to work in groups by performing tasks in a group while maintaining expected behaviors
T	Observation of students working in groups and independently-use of checklist for evaluation	Ability to work independently by performing tasks independently while maintaining expected behaviors
A, T	Written/verbal response to goal setting with rubric for goal setting criteria	What the school rules and expectations are by listing them and demonstrating them during class lessons
A, T, M	Quiz/Kahoot demonstrating ability to distinguish between growth mindset vs fixed mindset	Demonstrating understanding of growth mindset  What a goal is by choosing and writing down a goal they want to achieve and self-assessing progress and attainment

Code	<i>Pre-Assessment</i>	
	<p>Ask students:</p> <p>“What are expected behaviors at school?”</p> <p>“What is whole body listening?”</p> <p>“What is a growth mindset?”</p> <p>“Why is having a goal important?”</p> <p>“What are ways of being responsible in school?”</p> <p>for examples of goals they have set for themselves</p>	
	<p><b>Summary of Key Learning Events and Instruction</b>  <b><i>Student success at transfer meaning and acquisition depends on...</i></b></p> <p>Teacher will engage students with videos, books and activities</p>	<p><b>Progress Monitoring</b></p> <p>Observation of students demonstrating whole body listening.</p>
T	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	Observation of students working in small groups/turn & talk and independently and demonstrating expected behaviors.
A	Students will show I positive teamwork skills when working in groups,	Observation of students working independently on writing / drawing exercises, maintaining respect, responsibility, and following directions
A	Students will work independently by performing tasks independently while maintaining expected behaviors	Student role plays using various scenarios.
		Observation of students cooperating and taking turns in the classroom.
T	Students will show what the classroom / school expectations are by demonstrating them during class lessons	Students will demonstrate cooperation in skits.
		Written or verbal response assessment of growth mindset

M, T	Students will show cooperating by sharing and taking turns in the classroom	Written or oral response assessment or observation of demonstration of goal attainment
T	Students will state what a personal / academic goal is	
T, M	<p>Students will demonstrate the ability to self-assess progress and attainment of a goal</p> <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>	