

NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



Developmental Guidance - Third Grade

April 2021

BOE Approved August 2021

New Milford Board of Education

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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 3

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 3 Developmental Curriculum Pacing Calendar

Each 3rd grade class will meet one time a month for 30 minutes (10 lessons guaranteed, 15 possible if scheduling allows)

- Unit 1: Introduction to Guidance - 2 lesson
- 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) Introduction to Guidance/Sarah Noble	What is guidance? What is the role of a school counselor? Who is a trusted adult at SNIS? Who are the principals? Who is the nurse? Classroom expectations	Classroom expectations chart visual reference Slide-show with trusted adults in SNIS
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 Sarah Noble matrix

Unit 2: Respect for Self and Others

Lesson	Concepts and Understandings	Suggested Resources
3) Self-Regulation- Zones of Regulation	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	<i>The Zones of Regulation: A Curriculum Designed to Foster Self-Regulation And Emotional Control</i> by Leah M. Kuypers

	each Zone?	
4) Self-Regulation - The Zones of Regulation “Tools” / Managing Stress	<p>Zones of Regulation colors and feelings</p> <p>Self- Check: What zone am I in? (How am I feeling? And, which zone is that in?)</p> <p>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? Identifying How do I handle my worries? How do worries make me feel? What can I do to feel calm? Stress reduction strategies.</p>	<p><i>The Zones of Regulation: A Curriculum Designed to Foster Self-Regulation And Emotional Control</i> by Leah M. Kuypers</p> <p><i>When My Worries Get Too Big</i> by Kari Dunn Buron; worry scale writing activity sheet; <i>Wemberly Worried</i> by Kevin Henkes; <i>Wilma Jean The Worry Machine</i> by Julia Cook; Writing activity to address worries/fears about transitioning to 4th grade</p>
5) Choose Love- Self-Compassion /Positive Self-Talk/ Self Compassion	<p>How do I show compassion toward myself? How does compassion make me feel? Why is compassion for myself important?</p> <p>What is positive self talk (inner coach)?</p> <p>What is negative self-talk (inner critic)?</p> <p>Why should I practice positive self- talk?</p> <p>What is an affirmation? How do positive self-talk and affirmations make me feel?</p>	<p><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</p> <p><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,</p>
6) Choose Love- Gratitude	<p>What is gratitude? How does gratitude make us feel? Why should I practice gratitude?</p>	<p>Choose Love Movement Curriculum; thank-you card writing; writing activity personal reflection worksheet, “What I am grateful for.”</p>
7) Choose Love- Courage	<p>What is courage? How do I show courage?</p>	<p>Choose Love Movement Curriculum</p>
8) Choose Love- Forgiveness	<p>What is forgiveness? How does forgiveness make us feel?</p>	<p>Choose Love Movement Curriculum; <i>What is Forgiveness?</i> video by Jesse Lewis</p> <p>Choose Love Movement</p>
9) Friendships- What is a good	<p>What does it mean to be a good friend?</p>	<p><i>Be a Good Friend</i> GoNoodle Video; <i>Social</i></p>

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>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
10) 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
11) Respecting Others Differences/ 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 for Others	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
13) Conflict Management/ Problem Solving	What is conflict management? What are the problem solving steps? Why is it important to problem solve? 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 www.MyleMarks.com

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

Lesson	Concepts and Understandings	Suggested Resources
14) Safety & Responsibility-Technology	What is responsibility? 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”
15) Growth Mindset/Perseverance/Goal Setting	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? 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

Unit 1: Introduction to Guidance

Stage 1 Desired Results		
<p>Standards:</p> <p>Common Core State Standards for College and Career Readiness Anchor Standards</p> <p>CCSS.ELA-LITERACY.W.2.8 Recall information from experiences or gather information from provided sources to answer a question.</p> <p>CT School Counselor Association (CSCA) Curriculum Standards/American School Counselor Association (ASCA) Standards: 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</p>	<p><i>Transfer</i></p> <p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> • demonstrate their understanding of the role of the school counselor by providing an example when it would be important to access a school counselor • identify how to access their counselor • demonstrate their understanding of the School Pledge by providing an example of how they can use the School pledge in school and at home 	
	<p><i>Meaning</i></p>	
	<p>Understandings</p> <ul style="list-style-type: none"> • Identifying aspects of the school counselor's role • Communicating who trusted adults in school are • Identifying the school behavioral expectations • Demonstrating positive behavioral expectations 	<p>Essential Questions</p> <ul style="list-style-type: none"> • What is the role of the school counselor? • Who are the trusted adults in the school? • What are the expected behaviors at school? • How do I show the expected behaviors at school?

CASEL Guide for Social and Emotional Competencies (2013)	Acquisition	
<ul style="list-style-type: none"> • 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. 	<i>Students will know...</i> <ul style="list-style-type: none"> • The trusted adults in school • The role of the school counselor • The Sarah Noble School Pledge 	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> • Naming trusted adults/safety resources/staff in the school building • Finding/locating the school counselor's office • Reciting the SNIS Pledge

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
A	Quiz for recall of trusted adults in school	PERFORMANCE TASK(S): <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.
A	Observation of knowledge of School Pledge	Reciting or writing the four components of the School pledge
A, M	assess student ability to Identify the school counselor's role in school through use of a rubric	Verbally and through writing identifying the school counselor's role

Stage 3 – Learning Plan

Pre-Assessment

Code	<p>Ask students:</p> <p>“What is the role of a school counselor?”</p> <p>“What is a Guidance class?”</p> <p>to name the trusted adults at school.</p> <p>“When would you need to see the school counselor?”</p> <p>“When would you need to see the principal?”</p> <p>“What is the Sarah Noble Pledge?”</p> <p>“What would you do to show the parts of the pledge in school? at home?”</p>	
A	<p>Summary of Key Learning Events and Instruction</p> <p><i>Student success at transfer meaning and acquisition depends on...</i></p> <p>Student knowledge of trusted adults in the school and how to access them</p>	<p>Progress Monitoring</p> <p>Written (3-4 sentences) and oral responses.</p>
A	Student knowledge of the role of the school counselor	Oral responses showing understanding.
A, T	Student understanding of the school pledge	Observation of students demonstrating understanding of the school pledge.

Unit 2: Respect for Self and Others

Stage 1 Desired Results		
<p>Standards:</p> <p>CCSS.ELA-LITERACY.W.2.8 Recall information from experiences or gather information from provided sources to answer a question.</p> <p>CSCA Curriculum 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> <p>The ASCA Mindsets & Behaviors for Student</p>	<p>Transfer</p> <p><i>Students will be able to independently use their learning to... help them understand and respect self and others.</i></p>	
	<p>Meaning</p>	
	<p>Understandings and Concepts:</p> <ul style="list-style-type: none"> • Positive relationships are healthy • Respect for others • Effective communication • Self-control (self-regulation) help me understand and control my emotions • Stress management • Character Traits for positive relationships defined by Choose Love Movement 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • Why are positive relationships important? • What is needed to understand and respect self and others? • What skills are used for positive interpersonal relationships? • Why is it important to acknowledge the needs of others? • How do I make and keep friends? • How do my decisions affect outcomes? (choice and consequence) • How do I manage stress and worry? • How do I manage my feelings? • How do my feelings affect my behavior? • How do I show the Choose Love positive character traits?

<p>Success: K-12 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>CASEL Guide for Social and Emotional Competencies (2013)</p> <ul style="list-style-type: none"> • 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. • Relationship Skills: 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. 	<p>Acquisition</p>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • Names of feelings • Emotional triggers • Feelings in each of the Zones of Regulation • Tools/strategies for self-regulation • Identification of the feelings of others • Friendship skills • Zones of Regulation • Regulating feelings • Choose Love Movement character traits and meanings • Ways to use conflict management skills and problem solving to get along with others • Which traits are healthy vs unhealthy in a friendship • How to use self care/positive self talk to show compassion to self 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Identifying and naming feelings • Identifying their emotional triggers • Naming the colors of the Zones of Regulation • Naming at least one feeling in each Zone • Naming ways to self-regulate and show emotional control • Listening to others • Naming qualities that are helpful in making friends • Demonstrating a strategy for managing stress • Naming and demonstrating a strategy for managing anger • Identifying Choose Love Movement character traits demonstrated by book characters/video characters • Identifying Choose Love Movement character traits they personally demonstrate

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
	Evaluative Criteria	Performance Task(s):
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. 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 Writing an example of a healthy and an unhealthy friendship

Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
	<p>Teacher will direct whole-class discussions to determine prior-knowledge of concepts using questions:</p> <p>What is respect?</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 we show respect?</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>What do you do when angry or worried?</p> <p>How do you calm yourself when angry or worried?</p> <p>What are the Zones of Regulation?</p> <p>Why is it helpful to know the Zones of Regulation?</p> <p>What is (<u>Choose Love character trait being introduced</u>) ?</p> <p>How do you show (<u>Choose Love character traits being introduced</u>) ?</p>	
A A A T M	<i>Summary of Key Learning Events and Instruction</i>	<i>Progress Monitoring</i>
	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
	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.	<p>Hand signals to indicate student understanding of concepts presented</p> <p>Observation of responses in whole-class discussion or “turn and talk” activities, or drawn personal examples</p> <p>Observation of student engagement and participation in “turn and talk” activities and whole-class sharing of outcomes</p>

	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 M	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
A T M	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
A T	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	Assessment of verbal or demonstrated responses
A T M	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
A T M	Students will practice managing worries by practicing and demonstrating, positive self-talk, deep breaths, calming tools	Observation of student responses/role plays
A T M	Students will practice using problem solving steps/conflict management skills and “I” statements	Verbal or written responses
	Suggested Resources: Choose Love Movement Enrichment Program Curriculum Choose Love Movement Equation poster <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	

	<p><i>Popcorn Park Six Pillars of Characterism: Respect 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

Stage 1 Desired Results

Standards: Common Core State Standards for College and Career Readiness CCSS.ELA-LITERACY.W.2.8 Recall information from experiences or gather information from provided sources to answer a question. CSCA Curriculum Standards/ASCA Standards 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 The ASCA Mindsets & Behaviors for Student Success: K-12 College- and Career-Readiness Standards:	Transfer <i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none">• Help them understand, respect, and show empathy to others.• Help them problem solve and manage conflict in relationships.	
	Meaning	
	Understandings: <ul style="list-style-type: none">• Respect for others is a life skill• Effective communication helps build relationships.• The importance of developing positive relationships• The importance of Empathy• The importance of tolerating others• The importance of compassion for others	Essential Questions: <ul style="list-style-type: none">• Why is respect for others important?• Why are positive relationships important?• Why is it important to understand the differences of others?• Where and how do I seek help for problem solving?• How do I deal with conflict?• Why is empathy important?• How is tolerance essential to positive relationships?• What is needed to understand and respect self and others?• What skills, knowledge and attitudes are needed to problem solve and manage conflict?

<p>B-SS 2. Create positive and supportive relationships with other students</p> <p>CASEL Guide for Social and Emotional Competencies (2013)</p> <ul style="list-style-type: none">● 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.● Relationship Skills: 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.	Acquisition	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none">● The importance of respect others● The definition of Empathy with others and ways to show it● Choose Love Movement character traits-especially compassion for others● ● Create positive and supportive relationships with peers● The definition of compassion to others and how to show it● The value of respecting differences of others and how to do so● The knowledge of how to take the perspective of and empathize with others, including those from diverse backgrounds and culture● Knowledge of how to establish and maintain healthy and rewarding relationships with diverse individuals and groups.	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none">● Listening to others● Showing empathy● Showing respect to others● Identifying Choose Love Movement traits demonstrated by book characters or characters in video● Naming situations that would require them to seek assistance● Managing conflict● Using the problem solving steps● Demonstrating ways to resolve conflict through words or behavior

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
	Evaluative Criteria	PERFORMANCE TASK(S): <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 conflict management and problem solving steps
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 in role play
A, T	Exit ticket identifying a way to show respect, empathy and compassion for others	Verbal or written responses showing ways to show respect for others
A, T		Verbal or written responses ways to show compassion for others

Stage 3 – Learning Plan

Code	Pre-Assessment	
	<p>Teacher will direct whole-class discussions to determine prior-knowledge of concepts using questions:</p> <p>What is respect?</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 we show respect?</p> <p>What is empathy?</p> <p>How does empathy make us feel?</p> <p>How do we show empathy?</p> <p>What is compassion?</p> <p>How do you show compassion to others?</p> <p>How are respect, empathy and compassion related?</p> <p>How do you solve a problem?</p> <p>How do you manage conflict?</p> <p>Who can help you solve problems?</p> <p>What do you need to help solve a problem?</p> <p>What is the size of your problem?</p>	
	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>A Teacher will use activities, videos, visuals, games, and discussion to prompt student engagement</p> <p>A Students' understanding of the Choose Love Movement character traits through role plays.</p> <p>A, M, T Students' understanding of positive character traits- Respect, Empathy and Compassion</p> <p>A Students will identify personal experiences in demonstrating positive character traits- respect, empathy, and compassion</p> <p>A Students will understand the value of accepting others'</p>	<p>Progress Monitoring</p> <p>Classroom discussion</p> <p>Observations of student responses to whole class questions, Written and verbal assessment -monitoring of responses</p> <p>Hand signals to indicate student understanding of concept of respect, compassion and empathy</p> <p>Teacher observation</p> <p>Teacher observation of student responses</p> <p>Teacher observation of student responses</p>

A, T, M	<p>differences and different opinions through a variety of activities</p> <p>Students will identify personal experiences in demonstrating empathy, respect and compassion</p>	<p>Teacher observation of student responses in identifying Problem Solving Steps</p> <p>Teacher observation of responses in whole class discussions or “turn and talk” activities</p>
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Unit 4: Skills for School Success/Learning

Stage 1 Desired Results		
Standards	<i>Transfer</i>	
	<i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> Understand the importance of classroom success to future success. Persevere through difficult challenges and learn how to develop goals. Practice self-control and individual responsibility. 	
	<i>Meaning</i>	
	Understandings and Concepts: <ul style="list-style-type: none"> Positive / expected behavior Responsibility for school success Safety on technology devices Motivation for successful outcomes Decision making - choices and consequences Goal Setting Perseverance Growth Mindset vs. Fixed Mindset 	Essential Questions: <ul style="list-style-type: none"> What are expected behaviors at school? Why is it important to show responsibility in school? Why is it important to be safe on devices? How do I show I am safe on a device? Why is it important to show responsibility on devices? Why is it important to be a good digital citizen? What is a goal? What goal do I want to achieve at school? How do I show perseverance? What is a growth mindset? Why is a growth mindset important?
	<i>Acquisition</i>	
	<i>Students will know...</i>	<i>Students will be skilled at...</i>

<p>CT Components of Social, Emotional, and Intellectual Habits (2018)</p> <p>ASCA Mindsets and Behaviors for Student Success (2014) 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</p> <p>B-SMS 1. Demonstrate ability to assume responsibility B-SMS 3. Demonstrate ability to work independently</p> <p>B-SS 2. Create positive and supportive relationships with other students</p> <p>CASEL Guide for Social and Emotional Competencies (2013)</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • School expectations help keep us safe and help us learn • responsible and safe technology skills at school and home. • Being a good digital citizen shows responsibility and safety • The importance of goal setting, growth mindset and perseverance • Goal-setting 	<ul style="list-style-type: none"> • Naming expected behaviors when using a device • Identifying ways to be a good digital citizen • Identifying perseverance • Identifying growth mindset vs. fixed mindset • Identifying a goal • Setting a goal
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Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
	Evaluative Criteria	Performance Task(s): <i>Students will show that they really understand evidence of...</i>
A	Naming ways to show responsibility and safety online	Observations of student responses to whole class questions, Written and verbal assessment -monitoring of responses
A, M, T	Differentiating between growth vs. fixed mindset	Recognize growth mindset vs fixed mindset traits demonstrated in videos/books/worksheets
A, M, T	Identifying characteristics of growth mindset	Completing “Growth Mindset” worksheets, role-play using mindset statements
A,M, T	Identifying characteristics of fixed mindset	Completing “Growth Mindset” worksheets, role-playing using mindset statements
A,M, T	Identifying ways to build perseverance	Naming qualities they will use and find helpful in persevering. Verbal evidence; list compiled as a class
A, M, T	Setting a goal	Listening to others name their goals through “turn and talk” activity with a partner, Goal Setting worksheet, writing down a goal they would like to achieve

Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
	<p>Ask students, “What are expected behaviors at school?”</p> <p>Ask students, “What are expected behaviors on a device?”</p> <p>Ask students, “What is responsibility?”</p> <p>Ask students, “Why is it important to be safe when using devices?”</p> <p>Ask students, “What does it look like to be safe when using devices?”</p> <p>Ask students, “What is a growth mindset?”</p> <p>Ask students, “What is perseverance?”</p> <p>Ask students, “What is a goal?”</p> <p>Ask students, “How do you set a goal?”</p> <p>Ask students for examples of goals they have set for themselves.</p>	
	<p>Summary of Key Learning Events and Instruction</p> <p>Teacher will engage students with videos, books, and activities</p> <p>A, M, T Students will acquire an understanding of what it means to be safe and responsible on a device</p> <p>A, M, T Students will understand growth vs. fixed mindset</p> <p>A,M, T Students will identify personal experiences in demonstrating growth mindset</p> <p>A,M, T Students will identify personal experiences in demonstrating fixed mindset</p> <p>A, M, T Students will identify personal experiences in demonstrating perseverance</p> <p>A, M, T Students will identify a goal</p> <p>A, M, T</p>	<p>Progress Monitoring</p> <p>Observation of students demonstrating responsibility and safety on device</p> <p>Observation of students working in small groups and independently and demonstrating growth vs. fixed mindset. Students will turn and talk with each other in ways they can demonstrate a growth mindset.</p> <p>Written or verbal response assessment</p> <p>Written or verbal response assessment</p> <p>Written or verbal response assessment</p> <p>Written or oral response assessment or observation of demonstration of goal attainment</p>

