



SCSW - Grade 6 - Self-Management

Unit Focus

In this unit, students develop, monitor, and evaluate goals to be able to feel increasingly capable and confident as a middle schooler. Students will explore and practice stress management strategies and coping skills and identify situation-specific skills and strategies to implement. Students will review what a trusted adult is and will be introduced to additional faculty and staff that are available to support them regularly and/or in times of need. Students will be introduced to executive functioning and organization skills to help them successfully navigate the demands of middle school.

The school counseling department will implement whole-school climate initiatives throughout the year for the entire student body that promote inclusion, kindness, community building, and school connectedness. Additionally, the school community will take part in "Start with Hello" week in September of each year. This program, developed by Sandy Hook Promise, aims to end social isolation by teaching empathy and empowering students to be inclusive. During this week, there are morning announcements focused on inclusion, kindness, and reducing isolation. School-wide visuals are posted year-round. PRIDE activities are offered to support connectedness, such as a school-wide student scavenger hunt to get to know people and sentence starters, "Would you rather...", and icebreaker questions for students to use during lunches.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
<p>CT School Counseling Standards CT Counseling: 6-8</p> <ul style="list-style-type: none"> Demonstrate understanding of the concepts of reducing stress and test anxiety (A1.5) Set informed academic, career, and personal goals (A1.8) Accept mistakes as essential to the learning process (A4.1) Identify habits of mind and behaviors that lead to success (A6.1) Learn how to create S.M.A.R.T. goals for academic and career success (C3.3) Create a weekly calendar of homework time, extracurricular activities & family events (C4.2) Identify self-care options for self and others when in need (S/E4.2) <p>Healthy and Balanced Living Curriculum Framework Health Education 6-8</p> <ul style="list-style-type: none"> Recognizing stressors, their impact on mind and body, and effective coping strategies (MEH 1.5.8) 	<p><i>Students will be able to independently use their learning to...</i></p> <p>T1 Identify a goal, determine an appropriate plan, evaluate its effectiveness, and make appropriate adjustments.</p> <p>T2 Evaluate and identify mutually supportive group and individual relationships for the development of a positive and healthy self.</p> <p>T3 Apply techniques to regulate one's thoughts, emotions and behaviors to deal with internal and external stressors in a variety of situations and settings.</p>	
	Meaning	
	Understanding(s)	Essential Question(s)
<p><i>Students will understand that...</i></p> <p>U1 Individuals select from a variety of strategies to use in order to reduce stress in applicable situations.</p> <p>U2 Individuals identify relative strengths and weaknesses in order to create goals that are worthy of pursuit.</p> <p>U3 Students differentiate between situations requiring peer support and requiring adult professional help.</p> <p>U4 Executive function and self-regulation skills are the cognitive means to flexible thinking, working memory, focusing, goal setting, planning, controlling emotions, memorizing, and multi-tasking.</p>	<p><i>Students will keep considering...</i></p> <p>Q1 What are the qualities of an effective goal that is worth pursuing?</p> <p>Q2 What strategies can I use to help me in this moment?</p> <p>Q3 Where can I help myself and others?</p>	

Stage 1: Desired Results - Key Understandings

- Identify trusted adults and resources for assistance. (MEH 1.17.8)

Madison Public Schools Profile of a Graduate

- Self-Awareness: Examining current performance critically to identify steps/strategies to persist. (POG.4.1)
- Decision Making: Make responsible decisions, based on potential outcomes. (POG.4.2)

Acquisition of Knowledge and Skill

Knowledge

Students will know...

- K1** that Google classroom, email, and Infinite campus are tools they can access to manage their academic lives.
- K2** that their Student Success Plans need to contain goals related to academics as well as their personal, social, and school community goals.
- K3** that creating action steps to support their goals is an important aspect of goal-setting.
- K4** stress relief strategies that they can employ when they are in a challenging situation.
- K5** professional support staff and locations.

Skill(s)

Students will be skilled at...

- S1** identifying and implementing strategies to help them be organized, effectively manage their time, and meet academic, behavioral, and social expectations.
- S2** accessing, navigating, and appropriately using Google classroom, email, and Infinite Campus in order to manage their school work and communicate with teachers.
- S3** creating academic goals, personal/social goals, Polson community goals and career goals in their Student Success Plan.
- S4** reflecting on the progress made towards goal attainment and identify actions steps to support their academic, personal/social and Polson community goals.
- S5** identifying and using stress relief strategies that are effective for them as well as recognizing when these strategies are needed.