



SCSW - Grade 5 - Self-Awareness

Unit Focus

Students deepen their understanding of who they are, their coping strategies, and their learning styles. Students practice coping strategies for managing their emotions and time as they think about middle school. This unit focuses on students understanding who they are and where they might be headed. Students will investigate their unique learning styles and how they fit into group dynamics. Students will then explore potential careers that may fit with individual strengths and challenges. Students will finally explore their friendship style and social dynamics. Students will explore their preferred strategies for managing the stress of navigating a healthy lifestyle.

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.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
CT School Counseling Standards CT Counseling: 4-5 - Gain an understanding of different learning styles and assess their own (A1.4) - Explore the impact of mindsets and behaviors on school success (A1.5) - Demonstrate basic goal setting techniques (A2.4) - Be able to evaluate their ability and reflect on their performance, self-rate (A3.3) - Identify and evaluate extracurricular options related to interests and abilities (A5.2) - Make a connection between school and the work world (A5.3) - Demonstrate ways to make and keep friends (S/ E1.1) - Reflect on how our words and actions can impact others (S/E1.2) - Discuss ways to solve problems with others (S/ E1.3) - Demonstrate skills for working cooperatively (S/ E2.1) - Demonstrate respect for alternative points of view (S/E2.3) - Develop effective coping skills for dealing with problems and negative feelings (S/E4.3) - Demonstrate the ability to assert boundaries, rights, and personal privacy (S/E5.2) Madison Public Schools Profile of a Graduate - Self-Awareness: Examining current performance critically to identify steps/strategies to persist. (POG.4.1)	<i>Students will be able to independently use their learning to...</i> T1 explore different aspects of themselves and reflect on and plan for their future.	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> U1 Students identify personal likes and dislikes and allot time to pursue their interests. U2 Students identify and critically analyze the factors impacting the development of their self-concept.	<i>Students will keep considering...</i> Q1 What are my unique strengths, weaknesses likes and dislikes? Q2 How do I monitor my progress towards a goal? Q3 What control do I have over the path my life takes?
	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
	<i>Students will know...</i> K1 Students will discover what learning style describes them best. K2 Students will know what types of extracurricular activities fit them best.	<i>Students will be skilled at...</i> S1 identifying their unique learning style. S2 identifying extracurricular activities that support their strengths. S3 practicing and demonstrating several coping strategies that work best for them.

Stage 1: Desired Results - Key Understandings

K3 Students will know what coping strategies work best for them in times of strong emotion.
K4 Students will know what areas of study and work match their unique learning style.
K5 Vocabulary: learning style (visual, auditory or kinesthetic), occupation, salary, degree (bachelor, graduate).

S4 matching personal and learning strengths with different areas of work.