

School Counseling

Unit #1: *Character Education*

Grade Level: K

Length of Unit: 8 weeks

Unit Rationale:

The purpose of this unit is to provide students with the foundation for personal and social growth. They will learn to recognize and identify different feelings and will begin to develop the skills needed to understand and respect themselves and others. Character development will be promoted through emphasis on values, responsibilities, and ethics, and students will begin to understand how their character impacts their school culture and climate, as well as their interpersonal relationships.

Stage 1 - Desired Results

Enduring Understandings:

Students will understand that...

- Building a strong character can lay the foundation for respecting ourselves and others
- Our words and actions can impact the feelings of others
- Our words and actions are a reflection of our character

Essential Questions:

- Why is it important to build a strong character?
- What are some ways we can develop our character?
- How do our character traits impact school culture and climate?
- How do our character traits impact our relationships?

Content:

Students will know...

- That feelings, thoughts, and actions are all connected
- That how people think, feel, and act are reflections of their character
- That the school climate and culture are impacted by the character traits of the people within that school community
- That a person's character traits impacts their relationships with others

Skills:

Students will be able to...

- Identify feelings in themselves and others
- Recognize how their behaviors can impact others
- Take responsibility for their behaviors
- Act as leaders
- Demonstrate an understanding of character traits

ASCA National Standards for Students (2004)

A:A1.5 Identify attitudes and behaviors that lead to successful learning

A:A2.3 Use communications skills to know when and how to ask for help when needed

A:A3.1 Take responsibility for their actions

A:A3.2 Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students

A:B1.1 Demonstrate the motivation to achieve individual potential

A:B1.4 Seek information and support from faculty, staff, family and peers

C:A1.3. Develop an awareness of personal abilities, skills, interests and motivations

C:A1.5 Learn to make decisions
 C.C2.3 Learn to work cooperatively with others as a team member
 PS:A1.1 Develop positive attitudes toward self as a unique and worthy person
 PS:A1.2 Identify values, attitudes and beliefs
 PS:A1.5 Identify and express feelings
 PS:A1.6 Distinguish between appropriate and inappropriate behavior
 PS:A1.7 Recognize personal boundaries, rights and privacy needs
 PS:A1.8 Understand the need for self-control and how to practice it
 PS:A1.9 Demonstrate cooperative behavior in groups
 PS:A1.10 Identify personal strengths and assets
 PS:A1.11 Identify and discuss changing personal and social roles
 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
 PS:A2.6 Use effective communications skills
 PS:A2.7 Know that communication involves speaking, listening and nonverbal behavior
 PS:A2.8 Learn how to make and keep friends
 PS:B1.2 Understand consequences of decisions and choices
 PS:B1.3 Identify alternative solutions to a problem
 PS:B1.4 Develop effective coping skills for dealing with problems
 PS:B1.5 Demonstrate when, where and how to seek help for solving problems and making decisions
 PS:B1.7 Demonstrate a respect and appreciation for individual and cultural differences
 PS:C1.3 Learn about the differences between appropriate and inappropriate physical contact
 PS:C1.6 Identify resource people in the school and community, and know how to seek their help

Career Education (Career Readiness, Life Literacies, and Key Skills Practices and 9.2 Standards)

N/A

CLKS Practices:

- Act as a responsible and contributing community member and employee
- Consider the environmental, social and economic impacts of decisions

Connected Careers:

Educator, Sociologist

Explanation of how CLKs connect to the unit:

- Students will learn to act as responsible and contributing community members by developing and strengthening positive character traits such as empathy, responsibility, leadership, honesty, perseverance, and citizenship. Students will also develop social skills that will allow them to work with peers and teachers within their classroom and school community.
- Students will learn to consider the environmental, social and economic impacts of decisions by learning the relationship between their own words and actions and how they make others feel around them.

Explanation of how 9.2 standards connect to the unit:

N/A

Explanation of how Connected Careers connect to the unit:

- Educators must be aware of the feelings and needs of their students and themselves, and this unit will help students identify and recognize feelings. In this unit, we will lay the foundation of building character traits such as empathy, responsibility, and kindness, which are all necessary in the field of education.
- Sociologists study human behavior and interaction. This unit will allow students to understand how behavior impacts interpersonal relationships.

Interdisciplinary Standards

- 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.
- 2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared.
- 2.1.2.CHSS.6: Identify individuals who can assist with expressing one's feelings

Explanation of how interdisciplinary standards connect to the unit:

- 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others. - In this unit, students are learning what character means and developing character traits that will help them respect themselves and others.
- 2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared. - In this unit, students will learn to identify a range of feelings and recognize different situations that can lead to (or have led to) those feelings.
- 2.1.2.CHSS.6: Identify individuals who can assist with expressing one's feelings - In this unit, students will discuss the people, both at school and at home, who can help them with recognizing and expressing their feelings.

Technology Integration (9.4 Standards) -

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work

Explanation of how 9.4 standards connect to the unit:

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives - This unit will discuss people's differences, and students will learn how these differences help contribute to their community.
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work - Students will reflect on their own character and unique traits and will be able to see how their originality also contributes to the greater community.

Stage 2- Assessment Evidence:**Assessment:**

Formative	<ul style="list-style-type: none"> ● Teacher/Counselor observations ● Peer interactions ● HIB referrals ● Student requests to see a counselor
Summative	<ul style="list-style-type: none"> ● Class discussion following the unit ● Participation in activities throughout unit lessons

Alternative	<ul style="list-style-type: none"> • 1:1 conversation with student
Benchmark	<ul style="list-style-type: none"> • Class discussion to ensure that all students have demonstrated the knowledge of positive character traits and their importance to the culture and climate of the school community.

Stage 3 - Learning Plan

Learning Activities:

- SEL classroom lessons
- Small group social skills lessons for students in need of individualized skills

Differentiation:

ELL:

- Use speech appropriate for students' proficiency level
- Use a variety of techniques to make content concepts clear (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language)

G&T:

- Differentiated Conferencing
- Independent study

Special Ed:

- Frequently check for understanding
- Give direct and uncomplicated directions
- Directions repeated, clarified or reworded
- Small group instruction

504:

- Frequently check for understanding
- Provide short breaks

Students at Risk:

- Prompt before directions/questions are verbalized with visual cue between teacher and student
- Counseling check-ins
- Refocusing and redirection

[Accommodations Chart](#)

Core and Supplementary Instructional Materials

Teacher Pedagogical Resources:

- <https://theresponsivecounselor.com/>
- <https://www.stressfreeschoolcounseling.com/products/impact-2-0>
- <https://www.counselorkeri.com/>
- <https://casel.org/>

- <https://www.schoolcounselor.org/>
- <https://www.njasecd.org/>
- *Start Here, Start Now* by Liz Kleinrock
- *MindUP*

Student Materials:

Coloring materials, feelings identification chart

DOE Mandates

Amistad Commission -

Holocaust Mandate -

Diversity, Equity, and Inclusion Mandate:

Gender - encourages a safe, welcoming, and inclusive environment for all students regardless of gender

Sexual Orientation - encourages a safe, welcoming, and inclusive environment for all students regardless of their sexual orientation

Race - encourages a safe, welcoming, and inclusive environment for all students regardless of race

Ethnicity - encourages a safe, welcoming, and inclusive environment for all students regardless of ethnicity

Religious Tolerance - encourages a safe, welcoming, and inclusive environment for all students regardless of their religious beliefs

Unconscious Bias Impact on Individuals -

Unconscious Bias Impact on Society -

Economic Disparity Impact on Individuals - encourages a safe, welcoming, and inclusive environment for all students regardless of their economic status

Economic Disparity Impact on Society -

LGBTQ and Peoples with Disabilities Mandate - encourages a safe, welcoming, and inclusive environment for all students regardless of sexual identity

Asian American & Pacific Islander Mandate -

Notes:

Inclusion of Climate Change Opportunities



Unit #2: Academic Development/Executive Function

Grade Level: K

Length of Unit: 8 weeks

Unit Rationale:

The purpose of this unit is to set the foundation for what it means to be a learner and to provide the framework for evidence-based executive function skills.

Stage 1 - Desired Results

Enduring Understandings:

Students will understand that...

- There is a connection between school performance and future goals
- There are skills and strategies required for success

Essential Questions:

- Why is it important to try your best in school?
- What are the skills needed to be a successful learner?

Content:

Students will know...

- The skills that contribute to effective learning and information retention in school
- The concept of executive function skills and why they are important
- The relationship of academics to work, home, and the community

Skills:

Students will be able to...

- Recognize their own abilities
- Develop a positive and realistic self-concept
- Begin to set goals
- Apply strategies to achieve long-term goals

ASCA National Standards for Students (2004)

A:A1.1 Articulate feelings of competence and confidence as learners

A:A1.2 Display a positive interest in learning

A:A1.3 Take pride in work and achievement

A:A1.4 Accept mistakes as essential to the learning process

A:A1.5 Identify attitudes and behaviors that lead to successful learning

A:A2.1 Apply time-management and task-management skills

A:A2.2 Demonstrate how effort and persistence positively affect learning

A:A1.1 Take responsibility for their actions

A:A2.3 Use communications skills to know when and how to ask for help when needed

A:A2.4 Apply knowledge and learning styles to positively influence school performance

A:A3.2 Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students

A:A3.3 Develop a broad range of interests and abilities

A:A3.4 Demonstrate dependability, productivity and initiative

A:A3.5 Share knowledge

A:B1.1 Demonstrate the motivation to achieve individual potential

A:B1.4 Seek information and support from faculty, staff, family and peers

A:B1.7 Become a self-directed and independent learner

A:B2.6 Understand the relationship between classroom performance and success in school

C:A1.3. Develop an awareness of personal abilities, skills, interests and motivations
 C:A1.4 Learn how to interact and work cooperatively in teams
 C:A1.5 Learn to make decisions
 C:A1.6 Learn how to set goals
 C:A1.7 Understand the importance of planning
 C:A1.8 Pursue and develop competency in areas of interests
 C:A2.1 Acquire employability skills such as working on a team, problem-solving and organizational skills
 C:A2.7 Develop a positive attitude toward work and learning
 C:A2.8 Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace
 C:A2.9 Utilize time- and task-management skills
 C:C2.3 Learn to work cooperatively with others as a team member
 PS:A1.2 Identify values, attitudes and beliefs
 PS:A1.3 Learn the goal-setting process
 PS:A1.6 Distinguish between appropriate and inappropriate behavior
 PS:A1.8 Understand the need for self-control and how to practice it
 PS:A1.9 Demonstrate cooperative behavior in groups
 PS:A1.10 Identify personal strengths and assets
 PS:A2.6 Use effective communications skills
 PS:A2.7 Know that communication involves speaking, listening and nonverbal behavior
 PS:B1.2 Understand consequences of decisions and choices
 PS:B1.3 Identify alternative solutions to a problem
 PS:B1.4 Develop effective coping skills for dealing with problems
 PS:B1.5 Demonstrate when, where and how to seek help for solving problems and making decisions
 PS:B1.9 Identify long- and short-term goals
 PS:B1.10 Identify alternative ways of achieving goals
 PS:B1.11 Use persistence and perseverance in acquiring knowledge and skills
 PS:B1.12 Develop an action plan to set and achieve realistic goals
 PS:C1.10 Learn techniques for managing stress and conflict

Career Education (Career Readiness, Life Literacies, and Key Skills Practices and 9.2 Standards)

N/A

CLKS Practices:

- Act as a responsible and contributing community members and employee
- Utilize critical thinking to make sense of problems and persevere in solving them
- Plan education and career paths aligned to personal goals

Connected Careers:

Community Organizer, Researcher

Explanation of how CLKs connect to the unit:

- Students will work on skills needed to be successful in the classroom, allowing them to help create and become contributing members of a safe, respectful, and productive learning community.
- Students will begin to understand problem-solving techniques and will practice employing them.
- Students will learn to set goals and will begin to make plans toward achieving those goals.

Explanation of how 9.2 standards connect to the unit:

N/A

Explanation of how Connected Careers connect to the unit:

- Community organizers must be flexible, look at problems from different angles, and use problem-solving skills.
- Researchers must be organized, make a plan, and apply problem-solving skills.

Interdisciplinary Standards

- 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs)
- 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions

Explanation of how interdisciplinary standards connect to the unit:

- 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs) - Students will learn the concept of self-control and be able to apply/demonstrate throughout the school.
- 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions - Classes/grades will come up with “norms” for how to problem-solve and make decisions as a group.

Technology Integration (9.4 Standards) -

- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive)

Explanation of how 9.4 standards connect to the unit:

- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan - In this unit, students will work on goal-setting and planning.
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems - In this unit, students will begin to develop problem-solving skills.

Stage 2- Assessment Evidence:

Assessment:

Formative	<ul style="list-style-type: none"> ● Teacher/Counselor observations ● Peer interactions ● Student grades ● Student reports ● Student requests to see a counselor
Summative	<ul style="list-style-type: none"> ● Group presentations ● Student grades ● Class discussion following the unit ● Participation in activities throughout unit lessons
Alternative	<ul style="list-style-type: none"> ● Individual discussions with counselor

Benchmark	<ul style="list-style-type: none"> • Class discussion to ensure that all students have demonstrated an understanding of the material presented
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Stage 3 - Learning Plan

Learning Activities:

- Executive function/problem-solving classroom lessons
- Small group problem-solving/self-control/executive function lessons for students in need of additional learning and practice

Differentiation:

ELL:

- Use speech appropriate for students' proficiency level
- Use a variety of techniques to make content concepts clear (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language)

G&T:

- Differentiated Conferencing
- Independent study

Special Ed:

- Frequently check for understanding
- Give direct and uncomplicated directions
- Directions repeated, clarified or reworded
- Small group instruction

504:

- Frequently check for understanding
- Provide short breaks

Students at Risk:

- Prompt before directions/questions are verbalized with visual cue between teacher and student
- Counseling check-ins
- Refocusing and redirection

[Accommodations Chart](#)

Core and Supplementary Instructional Materials

Teacher Pedagogical Resources:

- <https://theresponsivecounselor.com/>
- <https://www.stressfreeschoolcounseling.com/products/impact-2-0>
- <https://www.counselorkeri.com/>
- <https://www.schoolcounselor.org/>
- <https://casel.org/>

Student Materials:
Paper/pencils, handouts

DOE Mandates

Amistad Commission -

Holocaust Mandate -

Diversity, Equity, and Inclusion Mandate:

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Unconscious Bias Impact on Society

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Asian American & Pacific Islander Mandate -

Notes:

Inclusion of Climate Change Opportunities



Unit #3: Personal Growth (Coping Skills, Conflict Resolution)	
Grade Level: K	Length of Unit: 8 weeks
<p>Unit Rationale: This unit will focus on topics of growth such as conflict resolution and coping skills/stress reduction. Students will begin to acquire the skills necessary to identify problems and a plan on how to deal with them. Students will identify possible causes of conflict, identify types of conflicts, and discuss appropriate ways to prevent and solve conflicts with peers. Students will learn to identify various coping skills they can utilize for the purpose of stress reduction, mindfulness, and distress tolerance.</p>	
Stage 1 - Desired Results	
<p>Enduring Understandings:</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Conflict is typical and can be resolved ● It is important to identify a conflict and then make plans for a resolution ● Stress is typical and not all stress is bad ● There are effective coping skills for handling stress and anxiety 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● What is conflict / what are different kinds of conflicts? ● How can we solve conflicts with peers? ● What are different coping skills and tools that can be used to manage stress and deal with different situations?
<p>Content:</p> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● What is conflict? ● Ways to avoid conflict ● How to handle peer conflict in a productive manner ● The importance of learning coping skills for stress reduction and anxiety management 	<p>Skills:</p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Demonstrate responsible behavior for the safety and well-being of themselves and others ● Collaborate with peers to resolve a conflict ● Identify family members and school staff they can go to if they are concerned for their own safety or the safety of a peer ● Use effective decision making skills ● Explain healthy ways of coping with common stressful situations ● Practice mindfulness strategies on a daily basis
<p>ASCA National Standards for Students (2004) A:A2.3 Use communication skills to know when and how to ask for help when needed A:A3.1 Take responsibility for their actions A:B1.2 Learn and apply critical-thinking skills PS:A1.1 Develop positive attitudes toward self as a unique and worthy person PS:A1.2 Identify values, attitudes and beliefs PS:A1.3 Learn the goal-setting process PS:A1.4 Understand change is a part of growth PS:A1.5 Identify and express feelings</p>	

PS:A1.6 Distinguish between appropriate and inappropriate behavior
 PS:A1.7 Recognize personal boundaries, rights and privacy needs
 PS:A1.8 Understand the need for self-control and how to practice it
 PS:A1.9 Demonstrate cooperative behavior in groups
 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
 PS:A2.6 Use effective communications skills
 PS:A2.7 Know that communication involves speaking, listening and nonverbal behavior
 PS:A2.8 Learn how to make and keep friends
 PS:B1.1 Use a decision-making and problem-solving model
 PS:B1.2 Understand consequences of decisions and choices
 PS:B1.3 Identify alternative solutions to a problem
 PS:B1.4 Develop effective coping skills for dealing with problems
 PS:B1.5 Demonstrate when, where and how to seek help for solving problems and making decisions
 PS:B1.6 Know how to apply conflict resolution skills
 PS:B1.7 Demonstrate a respect and appreciation for individual and cultural differences
 PS:B1.8 Know when peer pressure is influencing a decision
 PS:C1.4 Demonstrate the ability to set boundaries, rights and personal privacy
 PS:C1.6 Identify resource people in the school and community, and know how to seek their help
 PS:C1.7 Apply effective problem-solving and decision-making skills to make safe and healthy choices
 PS:C1.9 Learn how to cope with peer pressure
 PS:C1.10 Learn techniques for managing stress and conflict
 PS:C1.11 Learn coping skills for managing life events

Career Education (Career Readiness, Life Literacies, and Key Skills Practices and 9.2 Standards)

N/A

CLKS Practices:

- Act as a responsible and contributing community members and employee
- Consider the environmental, social and economic impacts of decisions
- Utilize critical thinking to make sense of problems and persevere in solving them

Connected Careers:

Human Resource Manager, Physical Therapist

Explanation of how CLKs connect to the unit:

- Students will learn the importance of acting as a responsible and contributing community member and employee by acquiring conflict resolution skills that can be used both personally and professionally.
- Students will be able to consider the environmental, social and economic impacts of decisions by learning how their behaviors may lead to conflicts and how different strategies can help them resolve those conflicts.
- They will then be able to utilize critical thinking to make sense of problems and persevere in solving them by learning effective conflict resolution, coping skills, and stress management techniques.

Explanation of how 9.2 standards connect to the unit:

N/A

Explanation of how Connected Careers connect to the unit:

- Human Resource Managers must know how to deal with and help resolve conflicts. They also must help employees use coping skills.
- Physical Therapists have a deep understanding of how stress impacts the body and ways to manage and deal with that stress.

Interdisciplinary Standards

- 2.1.2.PGD.3: Explain what being “well” means and identify self-care practices that support wellness.
- 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors.
- 2.1.2.SSH.8: Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer).

Explanation of how interdisciplinary standards connect to the unit:

- 2.1.2.PGD.3: Explain what being “well” means and identify self-care practices that support wellness. - In this unit, students will identify coping skills and tools to help promote wellness and stress-management.
- 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors. - Students will develop coping skills and strategies to manage big feelings.
- 2.1.2.SSH.8: Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer). - Students will learn and practice different ways to respond to and resolve conflicts.

Technology Integration (9.4 Standards) -

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems

Explanation of how 9.4 standards connect to the unit:

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives - Students will learn about perspective-taking and understand its connection to empathy and conflict resolution.
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems - In this unit, students will look at problems such as stress-management and peer conflict through different lenses and will use examples and real-life scenarios to determine best solutions.

Stage 2- Assessment Evidence:**Assessment:**

Formative	<ul style="list-style-type: none"> ● Teacher/Counselor observations ● Peer interactions ● HIB referrals ● Student reports ● Student requests to see a counselor
Summative	<ul style="list-style-type: none"> ● Group presentations ● Class discussion following the unit

	<ul style="list-style-type: none"> • Participation in activities throughout unit lessons
Alternative	<ul style="list-style-type: none"> • Individual discussions with counselor
Benchmark	<ul style="list-style-type: none"> • Class discussion to ensure that all students have demonstrated an understanding of the material presented

Stage 3 - Learning Plan

Learning Activities:

- Classroom lessons on conflict resolution, coping skills, mindfulness, wellness, etc.
- Small group lessons for students in need of individualized skills

Differentiation:

ELL:

- Use speech appropriate for students' proficiency level
- Use a variety of techniques to make content concepts clear (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language)

G&T:

- Differentiated Conferencing
- Independent study

Special Ed:

- Frequently check for understanding
- Give direct and uncomplicated directions
- Directions repeated, clarified or reworded
- Small group instruction

504:

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Students at Risk:

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[Accommodations Chart](#)

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- <https://www.counselorkeri.com/>

- <https://www.schoolcounselor.org/>
- <https://casel.org/>
- *MindUP*

Student Materials:

Paper/pencils, handouts, calming tools

DOE Mandates

Amistad Commission -

Holocaust Mandate -

Diversity, Equity, and Inclusion Mandate:

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Unconscious Bias Impact on Society -

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LGBTQ and Peoples with Disabilities Mandate - encourages a safe, welcoming, and inclusive environment for all students regardless of their gender identity and disability status

Asian American & Pacific Islander Mandate -

Notes:

Inclusion of Climate Change Opportunities



Unit #1: Character Education	
Grade Level: 1	Length of Unit: 8 weeks
<p>Unit Rationale: The purpose of this unit is to provide students with the foundation for personal and social growth. They will learn to recognize and identify different feelings and will begin to develop the skills needed to understand and respect themselves and others. Character development will be promoted through emphasis on values, responsibilities, and ethics, and students will begin to understand how their character impacts their school culture and climate, as well as their interpersonal relationships.</p>	
Stage 1 - Desired Results	
<p>Enduring Understandings:</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Building a strong character can lay the foundation for respecting ourselves and others ● Our words and actions can impact the feelings of others ● Our words and actions are a reflection of our character 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● Why is it important to build a strong character? ● What are some ways we can develop our character? ● How do our character traits impact school culture and climate? ● How do our character traits impact our relationships?
<p>Content:</p> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● That feelings, thoughts, and actions are all connected ● That how people think, feel, and act are reflections of their character ● That the school climate and culture are impacted by the character traits of the people within that school community ● That a person's character traits impacts their relationships with others 	<p>Skills:</p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Identify feelings in themselves and others ● Recognize how their behaviors can impact others ● Take responsibility for their behaviors ● Act as leaders ● Demonstrate an understanding of character traits
<p>ASCA National Standards for Students (2004)</p> <p>A:A1.5 Identify attitudes and behaviors that lead to successful learning</p> <p>A:A2.3 Use communications skills to know when and how to ask for help when needed</p> <p>A:A3.1 Take responsibility for their actions</p> <p>A:A3.2 Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students</p> <p>A:B1.1 Demonstrate the motivation to achieve individual potential</p> <p>A:B1.4 Seek information and support from faculty, staff, family and peers</p> <p>C:A1.3. Develop an awareness of personal abilities, skills, interests and motivations</p> <p>C:A1.5 Learn to make decisions</p> <p>C.C2.3 Learn to work cooperatively with others as a team member</p> <p>PS:A1.1 Develop positive attitudes toward self as a unique and worthy person</p>	

PS:A1.2 Identify values, attitudes and beliefs
 PS:A1.5 Identify and express feelings
 PS:A1.6 Distinguish between appropriate and inappropriate behavior
 PS:A1.7 Recognize personal boundaries, rights and privacy needs
 PS:A1.8 Understand the need for self-control and how to practice it
 PS:A1.9 Demonstrate cooperative behavior in groups
 PS:A1.10 Identify personal strengths and assets
 PS:A1.11 Identify and discuss changing personal and social roles
 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
 PS:A2.6 Use effective communications skills
 PS:A2.7 Know that communication involves speaking, listening and nonverbal behavior
 PS:A2.8 Learn how to make and keep friends
 PS:B1.2 Understand consequences of decisions and choices
 PS:B1.3 Identify alternative solutions to a problem
 PS:B1.4 Develop effective coping skills for dealing with problems
 PS:B1.5 Demonstrate when, where and how to seek help for solving problems and making decisions
 PS:B1.7 Demonstrate a respect and appreciation for individual and cultural differences
 PS:C1.3 Learn about the differences between appropriate and inappropriate physical contact
 PS:C1.6 Identify resource people in the school and community, and know how to seek their help

Career Education (Career Readiness, Life Literacies, and Key Skills Practices and 9.2 Standards)

CLKS Practices:

- Act as a responsible and contributing community member and employee
- Consider the environmental, social and economic impacts of decisions

Connected Careers:

Nurse, Law Enforcement

Explanation of how CLKs connect to the unit:

- Students will learn to act as responsible and contributing community members by developing and strengthening positive character traits such as empathy, responsibility, leadership, honesty, perseverance, and citizenship. Students will also develop social skills that will allow them to work with peers and teachers within their classroom and school community.
- Students will learn to consider the environmental, social and economic impacts of decisions by learning the relationship between their own words and actions and how they make others feel around them.

Explanation of how 9.2 standards connect to the unit:

N/A

Explanation of how Connected Careers connect to the unit:

- Nurses must demonstrate traits such as compassion, empathy, and flexibility. In this unit on character education, students learn about positive character traits and how their feelings and thoughts contribute to their behavior.

- Those with careers in law enforcement must have an understanding of human behavior and interactions. This unit will allow students to understand how our thoughts connect to our behaviors.

Interdisciplinary Standards

- 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.
- 2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared.
- 2.1.2.CHSS.6: Identify individuals who can assist with expressing one's feelings

Explanation of how interdisciplinary standards connect to the unit:

- 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others. - In this unit, students are learning what character means and developing character traits that will help them respect themselves and others.
- 2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared. - In this unit, students will learn to identify a range of feelings and recognize different situations that can lead to (or have led to) those feelings.
- 2.1.2.CHSS.6: Identify individuals who can assist with expressing one's feelings - In this unit, students will discuss the people, both at school and at home, who can help them with recognizing and expressing their feelings.

Technology Integration (9.4 Standards) -

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work

Explanation of how 9.4 standards connect to the unit:

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives - This unit will discuss people's differences, and students will learn how these differences help contribute to their community.
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work - Students will reflect on their own character and unique traits and will be able to see how their originality also contributes to the greater community.

Stage 2- Assessment Evidence:

Assessment:

Formative	<ul style="list-style-type: none"> ● Teacher/Counselor observations ● Peer interactions ● HIB referrals ● Student requests to see a counselor
Summative	<ul style="list-style-type: none"> ● Class discussion following the unit ● Participation in activities throughout unit lessons
Alternative	<ul style="list-style-type: none"> ● 1:1 conversation with student

Benchmark	<ul style="list-style-type: none"> • Class discussion to ensure that all students have demonstrated the knowledge of positive character traits and their importance to the culture and climate of the school community.
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Stage 3 - Learning Plan

Learning Activities:

- SEL classroom lessons
- Small group social skills lessons for students in need of individualized skills

Differentiation:

ELL:

- Use speech appropriate for students' proficiency level
- Use a variety of techniques to make content concepts clear (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language)

G&T:

- Differentiated Conferencing
- Independent study

Special Ed:

- Frequently check for understanding
- Give direct and uncomplicated directions
- Directions repeated, clarified or reworded
- Small group instruction

504:

- Frequently check for understanding
- Provide short breaks

Students at Risk:

- Prompt before directions/questions are verbalized with visual cue between teacher and student
- Counseling check-ins
- Refocusing and redirection

[Accommodations Chart](#)

Core and Supplementary Instructional Materials

Teacher Pedagogical Resources:

- <https://theresponsivecounselor.com/>
- <https://www.stressfreeschoolcounseling.com/products/impact-2-0>
- <https://casel.org/>
- <https://www.njasecd.org/>
- *Start Here, Start Now* by Liz Kleinrock
- *MindUP*

Student Materials:

Coloring materials, feelings identification chart

DOE Mandates

Amistad Commission -

Holocaust Mandate -

Diversity, Equity, and Inclusion Mandate:

Gender - encourages a safe, welcoming, and inclusive environment for all students regardless of gender

Sexual Orientation - encourages a safe, welcoming, and inclusive environment for all students regardless of their sexual orientation

Race - encourages a safe, welcoming, and inclusive environment for all students regardless of race

Ethnicity - encourages a safe, welcoming, and inclusive environment for all students regardless of ethnicity

Religious Tolerance - encourages a safe, welcoming, and inclusive environment for all students regardless of their religious beliefs

Unconscious Bias Impact on Individuals -

Unconscious Bias Impact on Society -

Economic Disparity Impact on Individuals - encourages a safe, welcoming, and inclusive environment for all students regardless of their economic status

Economic Disparity Impact on Society -

LGBTQ and Peoples with Disabilities Mandate - encourages a safe, welcoming, and inclusive environment for all students regardless of sexual identity

Asian American & Pacific Islander Mandate -

Notes:

Inclusion of Climate Change Opportunities



Unit #2: Academic Development/Executive Function

Grade Level: 1

Length of Unit: 8 weeks

Unit Rationale:

The purpose of this unit is to set the foundation for what it means to be a learner and to provide the framework for evidence-based executive function skills.

Stage 1 - Desired Results

Enduring Understandings:

Students will understand that...

- There is a connection between school performance and future goals
- There are skills and strategies required for success

Essential Questions:

- Why is it important to try your best in school?
- What are the skills needed to be a successful learner?

Content:

Students will know...

- The skills that contribute to effective learning and information retention in school
- The concept of executive function skills and why they are important
- The relationship of academics to work, home, and the community

Skills:

Students will be able to...

- Recognize their own abilities
- Develop a positive and realistic self-concept
- Begin to set goals
- Apply strategies to achieve long-term goals

ASCA National Standards for Students (2004)

A:A1.1 Articulate feelings of competence and confidence as learners

A:A1.2 Display a positive interest in learning

A:A1.3 Take pride in work and achievement

A:A1.4 Accept mistakes as essential to the learning process

A:A1.5 Identify attitudes and behaviors that lead to successful learning

A:A2.1 Apply time-management and task-management skills

A:A2.2 Demonstrate how effort and persistence positively affect learning

A:A1.1 Take responsibility for their actions

A:A2.3 Use communications skills to know when and how to ask for help when needed

A:A2.4 Apply knowledge and learning styles to positively influence school performance

A:A3.2 Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students

A:A3.3 Develop a broad range of interests and abilities

A:A3.4 Demonstrate dependability, productivity and initiative

A:A3.5 Share knowledge

A:B1.1 Demonstrate the motivation to achieve individual potential

A:B1.4 Seek information and support from faculty, staff, family and peers

A:B1.7 Become a self-directed and independent learner
 A:B2.6 Understand the relationship between classroom performance and success in school
 C:A1.3. Develop an awareness of personal abilities, skills, interests and motivations
 C:A1.4 Learn how to interact and work cooperatively in teams
 C:A1.5 Learn to make decisions
 C:A1.6 Learn how to set goals
 C:A1.7 Understand the importance of planning
 C:A1.8 Pursue and develop competency in areas of interests
 C:A2.1 Acquire employability skills such as working on a team, problem-solving and organizational skills
 C:A2.7 Develop a positive attitude toward work and learning
 C:A2.8 Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace
 C:A2.9 Utilize time- and task-management skills
 C:C2.3 Learn to work cooperatively with others as a team member
 PS:A1.2 Identify values, attitudes and beliefs
 PS:A1.3 Learn the goal-setting process
 PS:A1.6 Distinguish between appropriate and inappropriate behavior
 PS:A1.8 Understand the need for self-control and how to practice it
 PS:A1.9 Demonstrate cooperative behavior in groups
 PS:A1.10 Identify personal strengths and assets
 PS:A2.6 Use effective communications skills
 PS:A2.7 Know that communication involves speaking, listening and nonverbal behavior
 PS:B1.2 Understand consequences of decisions and choices
 PS:B1.3 Identify alternative solutions to a problem
 PS:B1.4 Develop effective coping skills for dealing with problems
 PS:B1.5 Demonstrate when, where and how to seek help for solving problems and making decisions
 PS:B1.9 Identify long- and short-term goals
 PS:B1.10 Identify alternative ways of achieving goals
 PS:B1.11 Use persistence and perseverance in acquiring knowledge and skills
 PS:B1.12 Develop an action plan to set and achieve realistic goals
 PS:C1.10 Learn techniques for managing stress and conflict

Career Education (Career Readiness, Life Literacies, and Key Skills Practices and 9.2 Standards)

N/A

CLKS Practices:

- Act as a responsible and contributing community members and employee
- Utilize critical thinking to make sense of problems and persevere in solving them
- Plan education and career paths aligned to personal goals

Connected Careers:

Store Manager, Engineer

Explanation of how CLKs connect to the unit:

- Students will work on skills needed to be successful in the classroom, allowing them to help create and become contributing members of a safe, respectful, and productive learning community.
- Students will begin to understand problem-solving techniques and will practice employing them.
- Students will learn to set goals and will begin to make plans toward achieving those goals.

Explanation of how 9.2 standards connect to the unit:

N/A

Explanation of how Connected Careers connect to the unit:

- Store Managers must set goals for the store and train their staff to prioritize the goals. Students will need strong communication and interpersonal skills in the management of staff.
- Engineers must be organized, make a plan, and apply problem-solving skills.

Interdisciplinary Standards

- 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs)
- 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions

Explanation of how interdisciplinary standards connect to the unit:

- 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs) - Students will learn the concept of self-control and be able to apply/demonstrate throughout the school.
- 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions - Classes/grades will come up with “norms” for how to problem-solve and make decisions as a group.

Technology Integration (9.4 Standards) -

- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive)

Explanation of how 9.4 standards connect to the unit:

- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan - In this unit, students will work on goal-setting and planning.
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems - In this unit, students will begin to develop problem-solving skills.

Stage 2- Assessment Evidence:**Assessment:**

Formative	<ul style="list-style-type: none"> ● Teacher/Counselor observations ● Peer interactions ● Student grades ● Student reports ● Student requests to see a counselor
Summative	<ul style="list-style-type: none"> ● Group presentations ● Student grades ● Class discussion following the unit ● Participation in activities throughout unit lessons
Alternative	<ul style="list-style-type: none"> ● Individual discussions with counselor

Benchmark	<ul style="list-style-type: none"> • Class discussion to ensure that all students have demonstrated an understanding of the material presented
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Stage 3 - Learning Plan	
<p>Learning Activities:</p> <ul style="list-style-type: none"> • Executive function/problem-solving classroom lessons • Small group problem-solving/self-control/executive function lessons for students in need of additional learning and practice 	<p>Differentiation:</p> <p>ELL:</p> <ul style="list-style-type: none"> • Use speech appropriate for students' proficiency level • Use a variety of techniques to make content concepts clear (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language) <p>G&T:</p> <ul style="list-style-type: none"> • Differentiated Conferencing • Independent study <p>Special Ed:</p> <ul style="list-style-type: none"> • Frequently check for understanding • Give direct and uncomplicated directions • Directions repeated, clarified or reworded • Small group instruction <p>504:</p> <ul style="list-style-type: none"> • Frequently check for understanding • Provide short breaks <p>Students at Risk:</p> <ul style="list-style-type: none"> • Prompt before directions/questions are verbalized with visual cue between teacher and student • Counseling check-ins • Refocusing and redirection <p>Accommodations Chart</p>

Core and Supplementary Instructional Materials
<p>Teacher Pedagogical Resources:</p> <ul style="list-style-type: none"> • https://theresponsivecounselor.com/ • https://www.stressfreeschoolcounseling.com/products/impact-2-0 • https://www.counselorkeri.com/ • https://www.schoolcounselor.org/ • https://casel.org/

Student Materials:
Paper/pencils, handouts

DOE Mandates

Amistad Commission -

Holocaust Mandate -

Diversity, Equity, and Inclusion Mandate:

Gender - encourages a safe, welcoming, and inclusive environment for all students regardless of gender

Sexual Orientation - encourages a safe, welcoming, and inclusive environment for all students regardless of their sexual orientation

Race - encourages a safe, welcoming, and inclusive environment for all students regardless of race

Ethnicity - encourages a safe, welcoming, and inclusive environment for all students regardless of ethnicity

Religious Tolerance - encourages a safe, welcoming, and inclusive environment for all students regardless of their religious beliefs

Unconscious Bias Impact on Individuals

Unconscious Bias Impact on Society

Economic Disparity Impact on Individuals - encourages a safe, welcoming, and inclusive environment for all students regardless of their economic status

LGBTQ and Peoples with Disabilities Mandate - encourages a safe, welcoming, and inclusive environment for all students regardless of their gender identity and disability status

Asian American & Pacific Islander Mandate -

Notes:

Inclusion of Climate Change Opportunities



Unit #3: *Personal Growth (Coping Skills, Conflict Resolution)*

Grade Level: 1

Length of Unit: 8 weeks

Unit Rationale:

This unit will focus on topics of growth such as conflict resolution and coping skills/stress reduction. Students will begin to acquire the skills necessary to identify problems and a plan on how to deal with them. Students will identify possible causes of conflict, identify types of conflicts, and discuss appropriate ways to prevent and solve conflicts with peers. Students will learn to identify various coping skills they can utilize for the purpose of stress reduction, mindfulness, and distress tolerance.

Stage 1 - Desired Results

Enduring Understandings:

Students will understand that...

- Conflict is typical and can be resolved
- It is important to identify a conflict and then make plans for a resolution
- Stress is typical and not all stress is bad
- There are effective coping skills for handling stress and anxiety

Essential Questions:

- What is conflict / what are different kinds of conflicts?
- How can we solve conflicts with peers?
- What are different coping skills and tools that can be used to manage stress and deal with different situations?

Content:

Students will know...

- What is conflict?
- Ways to avoid conflict
- How to handle peer conflict in a productive manner
- The importance of learning coping skills for stress reduction and anxiety management

Skills:

Students will be able to...

- Demonstrate responsible behavior for the safety and well-being of themselves and others
- Collaborate with peers to resolve a conflict
- Identify family members and school staff they can go to if they are concerned for their own safety or the safety of a peer
- Use effective decision making skills
- Explain healthy ways of coping with common stressful situations
- Practice mindfulness strategies on a daily basis

ASCA National Standards for Students (2004)

A:A2.3 Use communication skills to know when and how to ask for help when needed

A:A3.1 Take responsibility for their actions

A:B1.2 Learn and apply critical-thinking skills

PS:A1.1 Develop positive attitudes toward self as a unique and worthy person

PS:A1.2 Identify values, attitudes and beliefs

PS:A1.3 Learn the goal-setting process

PS:A1.4 Understand change is a part of growth

PS:A1.5 Identify and express feelings

PS:A1.6 Distinguish between appropriate and inappropriate behavior

PS:A1.7 Recognize personal boundaries, rights and privacy needs

PS:A1.8 Understand the need for self-control and how to practice it

PS:A1.9 Demonstrate cooperative behavior in groups

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
 PS:A2.6 Use effective communications skills
 PS:A2.7 Know that communication involves speaking, listening and nonverbal behavior
 PS:A2.8 Learn how to make and keep friends
 PS:B1.1 Use a decision-making and problem-solving model
 PS:B1.2 Understand consequences of decisions and choices
 PS:B1.3 Identify alternative solutions to a problem
 PS:B1.4 Develop effective coping skills for dealing with problems
 PS:B1.5 Demonstrate when, where and how to seek help for solving problems and making decisions
 PS:B1.6 Know how to apply conflict resolution skills
 PS:B1.7 Demonstrate a respect and appreciation for individual and cultural differences
 PS:B1.8 Know when peer pressure is influencing a decision
 PS:C1.4 Demonstrate the ability to set boundaries, rights and personal privacy
 PS:C1.6 Identify resource people in the school and community, and know how to seek their help
 PS:C1.7 Apply effective problem-solving and decision-making skills to make safe and healthy choices
 PS:C1.9 Learn how to cope with peer pressure
 PS:C1.10 Learn techniques for managing stress and conflict
 PS:C1.11 Learn coping skills for managing life events

Career Education (Career Readiness, Life Literacies, and Key Skills Practices and 9.2 Standards)

N/A

CLKS Practices:

- Act as a responsible and contributing community members and employee
- Consider the environmental, social and economic impacts of decisions
- Utilize critical thinking to make sense of problems and persevere in solving them

Connected Careers:

Coach, Physician

Explanation of how CLKs connect to the unit:

- Students will learn the importance of acting as a responsible and contributing community member and employee by acquiring conflict resolution skills that can be used both personally and professionally.
- Students will be able to consider the environmental, social and economic impacts of decisions by learning how their behaviors may lead to conflicts and how different strategies can help them resolve those conflicts.
- They will then be able to utilize critical thinking to make sense of problems and persevere in solving them by learning effective conflict resolution, coping skills, and stress management techniques.

Explanation of how 9.2 standards connect to the unit:

N/A

Explanation of how Connected Careers connect to the unit:

- Coaches deal with a range of personalities and skill levels on their teams. They must know how to manage and help resolve conflicts and help their athletes with their own personal growth.
- Physicians have a deep understanding of how stress impacts the body and ways to manage and deal

with that stress.

Interdisciplinary Standards

- 2.1.2.PGD.3: Explain what being “well” means and identify self-care practices that support wellness.
- 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors.
- 2.1.2.SSH.8: Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer).

Explanation of how interdisciplinary standards connect to the unit:

- 2.1.2.PGD.3: Explain what being “well” means and identify self-care practices that support wellness. - In this unit, students will identify coping skills and tools to help promote wellness and stress-management.
- 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors. - Students will develop coping skills and strategies to manage big feelings.
- 2.1.2.SSH.8: Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer). - Students will learn and practice different ways to respond to and resolve conflicts.

Technology Integration (9.4 Standards) -

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems

Explanation of how 9.4 standards connect to the unit:

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives - Students will learn about perspective-taking and understand its connection to empathy and conflict resolution.
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems - In this unit, students will look at problems such as stress-management and peer conflict through different lenses and will use examples and real-life scenarios to determine best solutions.

Stage 2- Assessment Evidence:

Assessment:

Formative	<ul style="list-style-type: none"> ● Teacher/Counselor observations ● Peer interactions ● HIB referrals ● Student reports ● Student requests to see a counselor
Summative	<ul style="list-style-type: none"> ● Group presentations ● Class discussion following the unit ● Participation in activities throughout unit lessons
Alternative	<ul style="list-style-type: none"> ● Individual discussions with counselor

Benchmark	<ul style="list-style-type: none"> • Class discussion to ensure that all students have demonstrated an understanding of the material presented
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Stage 3 - Learning Plan

Learning Activities:

- Classroom lessons on conflict resolution, coping skills, mindfulness, wellness, etc.
- Small group lessons for students in need of individualized skills

Differentiation:

ELL:

- Use speech appropriate for students' proficiency level
- Use a variety of techniques to make content concepts clear (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language)

G&T:

- Differentiated Conferencing
- Independent study

Special Ed:

- Frequently check for understanding
- Give direct and uncomplicated directions
- Directions repeated, clarified or reworded
- Small group instruction

504:

- Frequently check for understanding
- Provide short breaks

Students at Risk:

- Prompt before directions/questions are verbalized with visual cue between teacher and student
- Counseling check-ins
- Refocusing and redirection

[Accommodations Chart](#)

Core and Supplementary Instructional Materials

Teacher Pedagogical Resources:

- <https://theresponsivecounselor.com/>
- <https://www.stressfreeschoolcounseling.com/products/impact-2-0>
- <https://www.counselorkeri.com/>
- <https://www.schoolcounselor.org/>
- <https://casel.org/>
- *MindUP*

Student Materials:

Paper/pencils, handouts, calming tools

DOE Mandates

Amistad Commission -

Holocaust Mandate -

Diversity, Equity, and Inclusion Mandate:

Gender - encourages a safe, welcoming, and inclusive environment for all students regardless of gender

Sexual Orientation - encourages a safe, welcoming, and inclusive environment for all students regardless of their sexual orientation

Race - encourages a safe, welcoming, and inclusive environment for all students regardless of race

Ethnicity - encourages a safe, welcoming, and inclusive environment for all students regardless of ethnicity

Religious Tolerance - encourages a safe, welcoming, and inclusive environment for all students regardless of their religious beliefs

Unconscious Bias Impact on Individuals

Unconscious Bias Impact on Society -

Economic Disparity Impact on Individuals - encourages a safe, welcoming, and inclusive environment for all students regardless of their economic status

LGBTQ and Peoples with Disabilities Mandate - encourages a safe, welcoming, and inclusive environment for all students regardless of their gender identity and disability status

Asian American & Pacific Islander Mandate -

Notes:

Inclusion of Climate Change Opportunities





Unit #1: *Character Education*

Grade Level: 2

Length of Unit: 8 weeks

Unit Rationale:

The purpose of this unit is to provide students with the foundation for personal and social growth. They will learn to recognize and identify different feelings and will begin to develop the skills needed to understand and respect themselves and others. Character development will be promoted through emphasis on values, responsibilities, and ethics, and students will begin to understand how their character impacts their school culture and climate, as well as their interpersonal relationships.

Stage 1 - Desired Results

Enduring Understandings:

Students will understand that...

- Building a strong character can lay the foundation for respecting ourselves and others
- Our words and actions can impact the feelings of others
- Our words and actions are a reflection of our character

Essential Questions:

- Why is it important to build a strong character?
- What are some ways we can develop our character?
- How do our character traits impact school culture and climate?
- How do our character traits impact our relationships?

Content:

Students will know...

- That feelings, thoughts, and actions are all connected
- That how people think, feel, and act are reflections of their character
- That the school climate and culture are impacted by the character traits of the people within that school community
- That a person's character traits impacts their relationships with others

Skills:

Students will be able to...

- Identify feelings in themselves and others
- Recognize how their behaviors can impact others
- Take responsibility for their behaviors
- Act as leaders
- Demonstrate an understanding of character traits

ASCA National Standards for Students (2004)

A:A1.5 Identify attitudes and behaviors that lead to successful learning

A:A2.3 Use communications skills to know when and how to ask for help when needed

A:A3.1 Take responsibility for their actions

A:A3.2 Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students

A:B1.1 Demonstrate the motivation to achieve individual potential

A:B1.4 Seek information and support from faculty, staff, family and peers

C:A1.3. Develop an awareness of personal abilities, skills, interests and motivations

C:A1.5 Learn to make decisions

C.C2.3 Learn to work cooperatively with others as a team member

PS:A1.1 Develop positive attitudes toward self as a unique and worthy person

PS:A1.2 Identify values, attitudes and beliefs

PS:A1.5 Identify and express feelings
 PS:A1.6 Distinguish between appropriate and inappropriate behavior
 PS:A1.7 Recognize personal boundaries, rights and privacy needs
 PS:A1.8 Understand the need for self-control and how to practice it
 PS:A1.9 Demonstrate cooperative behavior in groups
 PS:A1.10 Identify personal strengths and assets
 PS:A1.11 Identify and discuss changing personal and social roles
 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
 PS:A2.6 Use effective communications skills
 PS:A2.7 Know that communication involves speaking, listening and nonverbal behavior
 PS:A2.8 Learn how to make and keep friends
 PS:B1.2 Understand consequences of decisions and choices
 PS:B1.3 Identify alternative solutions to a problem
 PS:B1.4 Develop effective coping skills for dealing with problems
 PS:B1.5 Demonstrate when, where and how to seek help for solving problems and making decisions
 PS:B1.7 Demonstrate a respect and appreciation for individual and cultural differences
 PS:C1.3 Learn about the differences between appropriate and inappropriate physical contact
 PS:C1.6 Identify resource people in the school and community, and know how to seek their help

Career Education (Career Readiness, Life Literacies, and Key Skills Practices and 9.2 Standards)

CLKS Practices:

- Act as a responsible and contributing community member and employee
- Consider the environmental, social and economic impacts of decisions

Connected Careers:

Artist, Marketing

Explanation of how CLKs connect to the unit:

- Students will learn to act as responsible and contributing community members by developing and strengthening positive character traits such as empathy, responsibility, leadership, honesty, perseverance, and citizenship. Students will also develop social skills that will allow them to work with peers and teachers within their classroom and school community.
- Students will learn to consider the environmental, social and economic impacts of decisions by learning the relationship between their own words and actions and how they make others feel around them.

Explanation of how 9.2 standards connect to the unit:

N/A

Explanation of how Connected Careers connect to the unit:

- Artists tap into a range of emotions as they create. This unit will explore these emotions and how we express them.
- Marketing requires an understanding of people's thoughts and how their thoughts and values drive behavior.

Interdisciplinary Standards

- 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.
- 2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared.
- 2.1.2.CHSS.6: Identify individuals who can assist with expressing one's feelings

Explanation of how interdisciplinary standards connect to the unit:

- 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others. - In this unit, students are learning what character means and developing character traits that will help them respect themselves and others.
- 2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared. - In this unit, students will learn to identify a range of feelings and recognize different situations that can lead to (or have led to) those feelings.
- 2.1.2.CHSS.6: Identify individuals who can assist with expressing one's feelings - In this unit, students will discuss the people, both at school and at home, who can help them with recognizing and expressing their feelings.

Technology Integration (9.4 Standards) -

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work

Explanation of how 9.4 standards connect to the unit:

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives - This unit will discuss people's differences, and students will learn how these differences help contribute to their community.
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work - Students will reflect on their own character and unique traits and will be able to see how their originality also contributes to the greater community.

Stage 2- Assessment Evidence:**Assessment:**

Formative	<ul style="list-style-type: none"> ● Teacher/Counselor observations ● Peer interactions ● HIB referrals ● Student requests to see a counselor
Summative	<ul style="list-style-type: none"> ● Class discussion following the unit ● Participation in activities throughout unit lessons
Alternative	<ul style="list-style-type: none"> ● 1:1 conversation with student
Benchmark	<ul style="list-style-type: none"> ● Class discussion to ensure that all students have demonstrated the knowledge of positive character traits and their importance to the culture and climate of the school community.

Stage 3 - Learning Plan

Learning Activities:

- SEL classroom lessons
- Small group social skills lessons for students in need of individualized skills

Differentiation:

ELL:

- Use speech appropriate for students' proficiency level
- Use a variety of techniques to make content concepts clear (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language)

G&T:

- Differentiated Conferencing
- Independent study

Special Ed:

- Frequently check for understanding
- Give direct and uncomplicated directions
- Directions repeated, clarified or reworded
- Small group instruction

504:

- Frequently check for understanding
- Provide short breaks

Students at Risk:

- Prompt before directions/questions are verbalized with visual cue between teacher and student
- Counseling check-ins
- Refocusing and redirection

[Accommodations Chart](#)

Core and Supplementary Instructional Materials

Teacher Pedagogical Resources:

- <https://theresponsivecounselor.com/>
- <https://www.stressfreeschoolcounseling.com/products/impact-2-0>
- <https://casel.org/>
- <https://www.njasecd.org/>
- *Start Here, Start Now* by Liz Kleinrock
- *MindUP*

Student Materials:

Coloring materials, feelings identification chart

DOE Mandates**Amistad Commission -****Holocaust Mandate -****Diversity, Equity, and Inclusion Mandate:****Gender** - encourages a safe, welcoming, and inclusive environment for all students regardless of gender**Sexual Orientation** - encourages a safe, welcoming, and inclusive environment for all students regardless of their sexual orientation**Race** - encourages a safe, welcoming, and inclusive environment for all students regardless of race**Ethnicity** - encourages a safe, welcoming, and inclusive environment for all students regardless of ethnicity**Religious Tolerance** - encourages a safe, welcoming, and inclusive environment for all students regardless of their religious beliefs**Unconscious Bias Impact on Individuals -****Unconscious Bias Impact on Society -****Economic Disparity Impact on Individuals** - encourages a safe, welcoming, and inclusive environment for all students regardless of their economic status**Economic Disparity Impact on Society -****LGBTQ and Peoples with Disabilities Mandate** - encourages a safe, welcoming, and inclusive environment for all students regardless of sexual identity**Asian American & Pacific Islander Mandate -****Notes:****Inclusion of Climate Change Opportunities**

Unit #2: Academic Development/Executive Function

Grade Level: 2

Length of Unit: 8 weeks

Unit Rationale:

The purpose of this unit is to set the foundation for what it means to be a learner and to provide the framework for evidence-based executive function skills.

Stage 1 - Desired Results

Enduring Understandings:

Students will understand that...

- There is a connection between school performance and future goals
- There are skills and strategies required for success

Essential Questions:

- Why is it important to try your best in school?
- What are the skills needed to be a successful learner?

Content:

Students will know...

- The skills that contribute to effective learning and information retention in school
- The concept of executive function skills and why they are important
- The relationship of academics to work, home, and the community

Skills:

Students will be able to...

- Recognize their own abilities
- Develop a positive and realistic self-concept
- Begin to set goals
- Apply strategies to achieve long-term goals

ASCA National Standards for Students (2004)

A:A1.1 Articulate feelings of competence and confidence as learners

A:A1.2 Display a positive interest in learning

A:A1.3 Take pride in work and achievement

A:A1.4 Accept mistakes as essential to the learning process

A:A1.5 Identify attitudes and behaviors that lead to successful learning

A:A2.1 Apply time-management and task-management skills

A:A2.2 Demonstrate how effort and persistence positively affect learning

A:A1.1 Take responsibility for their actions

A:A2.3 Use communications skills to know when and how to ask for help when needed

A:A2.4 Apply knowledge and learning styles to positively influence school performance

A:A3.2 Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students

A:A3.3 Develop a broad range of interests and abilities

A:A3.4 Demonstrate dependability, productivity and initiative

A:A3.5 Share knowledge

A:B1.1 Demonstrate the motivation to achieve individual potential

A:B1.4 Seek information and support from faculty, staff, family and peers

A:B1.7 Become a self-directed and independent learner

A:B2.6 Understand the relationship between classroom performance and success in school

C:A1.3. Develop an awareness of personal abilities, skills, interests and motivations

C:A1.4 Learn how to interact and work cooperatively in teams
 C:A1.5 Learn to make decisions
 C:A1.6 Learn how to set goals
 C:A1.7 Understand the importance of planning
 C:A1.8 Pursue and develop competency in areas of interests
 C:A2.1 Acquire employability skills such as working on a team, problem-solving and organizational skills
 C:A2.7 Develop a positive attitude toward work and learning
 C:A2.8 Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace
 C:A2.9 Utilize time- and task-management skills
 C:C2.3 Learn to work cooperatively with others as a team member
 PS:A1.2 Identify values, attitudes and beliefs
 PS:A1.3 Learn the goal-setting process
 PS:A1.6 Distinguish between appropriate and inappropriate behavior
 PS:A1.8 Understand the need for self-control and how to practice it
 PS:A1.9 Demonstrate cooperative behavior in groups
 PS:A1.10 Identify personal strengths and assets
 PS:A2.6 Use effective communications skills
 PS:A2.7 Know that communication involves speaking, listening and nonverbal behavior
 PS:B1.2 Understand consequences of decisions and choices
 PS:B1.3 Identify alternative solutions to a problem
 PS:B1.4 Develop effective coping skills for dealing with problems
 PS:B1.5 Demonstrate when, where and how to seek help for solving problems and making decisions
 PS:B1.9 Identify long- and short-term goals
 PS:B1.10 Identify alternative ways of achieving goals
 PS:B1.11 Use persistence and perseverance in acquiring knowledge and skills
 PS:B1.12 Develop an action plan to set and achieve realistic goals
 PS:C1.10 Learn techniques for managing stress and conflict

Career Education (Career Readiness, Life Literacies, and Key Skills Practices and 9.2 Standards)

N/A

CLKS Practices:

- Act as a responsible and contributing community members and employee
- Utilize critical thinking to make sense of problems and persevere in solving them
- Plan education and career paths aligned to personal goals

Connected Careers:

Librarian/Media Specialist, Accountant

Explanation of how CLKs connect to the unit:

- Students will work on skills needed to be successful in the classroom, allowing them to help create and become contributing members of a safe, respectful, and productive learning community.
- Students will begin to understand problem-solving techniques and will practice employing them.
- Students will learn to set goals and will begin to make plans toward achieving those goals.

Explanation of how 9.2 standards connect to the unit:

N/A

Explanation of how Connected Careers connect to the unit:

- Librarians/Media Specialists must demonstrate an ability to stay organized and to use technology

appropriately. In this unit on study skills, students will work on executive functioning skills such as: time management, organization, the importance of a growth mindset, and the ability to prioritize tasks.

- Accountants must use analytical skills, manage and keep meticulous records.

Interdisciplinary Standards

- 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs)
- 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions

Explanation of how interdisciplinary standards connect to the unit:

- 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs) - Students will learn the concept of self-control and be able to apply/demonstrate throughout the school.
- 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions - Classes/grades will come up with “norms” for how to problem-solve and make decisions as a group.

Technology Integration (9.4 Standards) -

- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive)

Explanation of how 9.4 standards connect to the unit:

- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan - In this unit, students will work on goal-setting and planning.
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems - In this unit, students will begin to develop problem-solving skills.

Stage 2- Assessment Evidence:

Assessment:

Formative	<ul style="list-style-type: none"> ● Teacher/Counselor observations ● Peer interactions ● Student grades ● Student reports ● Student requests to see a counselor
Summative	<ul style="list-style-type: none"> ● Group presentations ● Student grades ● Class discussion following the unit ● Participation in activities throughout unit lessons
Alternative	<ul style="list-style-type: none"> ● Individual discussions with counselor

Benchmark	<ul style="list-style-type: none"> • Class discussion to ensure that all students have demonstrated an understanding of the material presented
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Stage 3 - Learning Plan	
<p>Learning Activities:</p> <ul style="list-style-type: none"> • Executive function/problem-solving classroom lessons • Small group problem-solving/self-control/executive function lessons for students in need of additional learning and practice 	<p>Differentiation:</p> <p>ELL:</p> <ul style="list-style-type: none"> • Use speech appropriate for students' proficiency level • Use a variety of techniques to make content concepts clear (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language) <p>G&T:</p> <ul style="list-style-type: none"> • Differentiated Conferencing • Independent study <p>Special Ed:</p> <ul style="list-style-type: none"> • Frequently check for understanding • Give direct and uncomplicated directions • Directions repeated, clarified or reworded • Small group instruction <p>504:</p> <ul style="list-style-type: none"> • Frequently check for understanding • Provide short breaks <p>Students at Risk:</p> <ul style="list-style-type: none"> • Prompt before directions/questions are verbalized with visual cue between teacher and student • Counseling check-ins • Refocusing and redirection <p>Accommodations Chart</p>

Core and Supplementary Instructional Materials
<p>Teacher Pedagogical Resources:</p> <ul style="list-style-type: none"> • https://theresponsivecounselor.com/ • https://www.stressfreeschoolcounseling.com/products/impact-2-0 • https://www.counselorkeri.com/ • https://www.schoolcounselor.org/ • https://casel.org/

Student Materials:
Paper/pencils, handouts

DOE Mandates

Amistad Commission -

Holocaust Mandate -

Diversity, Equity, and Inclusion Mandate:

Gender - encourages a safe, welcoming, and inclusive environment for all students regardless of gender

Sexual Orientation - encourages a safe, welcoming, and inclusive environment for all students regardless of their sexual orientation

Race - encourages a safe, welcoming, and inclusive environment for all students regardless of race

Ethnicity - encourages a safe, welcoming, and inclusive environment for all students regardless of ethnicity

Religious Tolerance - encourages a safe, welcoming, and inclusive environment for all students regardless of their religious beliefs

Unconscious Bias Impact on Individuals

Unconscious Bias Impact on Society

Economic Disparity Impact on Individuals - encourages a safe, welcoming, and inclusive environment for all students regardless of their economic status

LGBTQ and Peoples with Disabilities Mandate - encourages a safe, welcoming, and inclusive environment for all students regardless of their gender identity and disability status

Asian American & Pacific Islander Mandate -

Notes:

Inclusion of Climate Change Opportunities



Unit #3: *Personal Growth (Coping Skills, Conflict Resolution)*

Grade Level: 2

Length of Unit: 8 weeks

Unit Rationale:

This unit will focus on topics of growth such as conflict resolution and coping skills/stress reduction. Students will begin to acquire the skills necessary to identify problems and a plan on how to deal with them. Students will identify possible causes of conflict, identify types of conflicts, and discuss appropriate ways to prevent and solve conflicts with peers. Students will learn to identify various coping skills they can utilize for the purpose of stress reduction, mindfulness, and distress tolerance.

Stage 1 - Desired Results

Enduring Understandings:

Students will understand that...

- Conflict is typical and can be resolved
- It is important to identify a conflict and then make plans for a resolution
- Stress is typical and not all stress is bad
- There are effective coping skills for handling stress and anxiety

Essential Questions:

- What is conflict / what are different kinds of conflicts?
- How can we solve conflicts with peers?
- What are different coping skills and tools that can be used to manage stress and deal with different situations?

Content:

Students will know...

- What is conflict?
- Ways to avoid conflict
- How to handle peer conflict in a productive manner
- The importance of learning coping skills for stress reduction and anxiety management

Skills:

Students will be able to...

- Demonstrate responsible behavior for the safety and well-being of themselves and others
- Collaborate with peers to resolve a conflict
- Identify family members and school staff they can go to if they are concerned for their own safety or the safety of a peer
- Use effective decision making skills
- Explain healthy ways of coping with common stressful situations
- Practice mindfulness strategies on a daily basis

ASCA National Standards for Students (2004)

A:A2.3 Use communication skills to know when and how to ask for help when needed

A:A3.1 Take responsibility for their actions

A:B1.2 Learn and apply critical-thinking skills

PS:A1.1 Develop positive attitudes toward self as a unique and worthy person

PS:A1.2 Identify values, attitudes and beliefs

PS:A1.3 Learn the goal-setting process

PS:A1.4 Understand change is a part of growth

PS:A1.5 Identify and express feelings

PS:A1.6 Distinguish between appropriate and inappropriate behavior

PS:A1.7 Recognize personal boundaries, rights and privacy needs

PS:A1.8 Understand the need for self-control and how to practice it

PS:A1.9 Demonstrate cooperative behavior in groups

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
 PS:A2.6 Use effective communications skills
 PS:A2.7 Know that communication involves speaking, listening and nonverbal behavior
 PS:A2.8 Learn how to make and keep friends
 PS:B1.1 Use a decision-making and problem-solving model
 PS:B1.2 Understand consequences of decisions and choices
 PS:B1.3 Identify alternative solutions to a problem
 PS:B1.4 Develop effective coping skills for dealing with problems
 PS:B1.5 Demonstrate when, where and how to seek help for solving problems and making decisions
 PS:B1.6 Know how to apply conflict resolution skills
 PS:B1.7 Demonstrate a respect and appreciation for individual and cultural differences
 PS:B1.8 Know when peer pressure is influencing a decision
 PS:C1.4 Demonstrate the ability to set boundaries, rights and personal privacy
 PS:C1.6 Identify resource people in the school and community, and know how to seek their help
 PS:C1.7 Apply effective problem-solving and decision-making skills to make safe and healthy choices
 PS:C1.9 Learn how to cope with peer pressure
 PS:C1.10 Learn techniques for managing stress and conflict
 PS:C1.11 Learn coping skills for managing life events

Career Education (Career Readiness, Life Literacies, and Key Skills Practices and 9.2 Standards)

N/A

CLKS Practices:

- Act as a responsible and contributing community members and employee
- Consider the environmental, social and economic impacts of decisions
- Utilize critical thinking to make sense of problems and persevere in solving them

Connected Careers:

Clergy, Recreation

Explanation of how CLKs connect to the unit:

- Students will learn the importance of acting as a responsible and contributing community member and employee by acquiring conflict resolution skills that can be used both personally and professionally.
- Students will be able to consider the environmental, social and economic impacts of decisions by learning how their behaviors may lead to conflicts and how different strategies can help them resolve those conflicts.
- They will then be able to utilize critical thinking to make sense of problems and persevere in solving them by learning effective conflict resolution, coping skills, and stress management techniques.

Explanation of how 9.2 standards connect to the unit:

N/A

Explanation of how Connected Careers connect to the unit:

- Clergy members should be able to help their communities with self-reflection, introspection, and coping.
- Careers in recreation require working with a range of ages and personalities. Those in the field of

recreation should be prepared to manage conflicts and help create and promote programs that can promote self-care and stress reduction.

Interdisciplinary Standards

- 2.1.2.PGD.3: Explain what being “well” means and identify self-care practices that support wellness.
- 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors.
- 2.1.2.SSH.8: Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer).

Explanation of how interdisciplinary standards connect to the unit:

- 2.1.2.PGD.3: Explain what being “well” means and identify self-care practices that support wellness. - In this unit, students will identify coping skills and tools to help promote wellness and stress-management.
- 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors. - Students will develop coping skills and strategies to manage big feelings.
- 2.1.2.SSH.8: Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer). - Students will learn and practice different ways to respond to and resolve conflicts.

Technology Integration (9.4 Standards) -

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems

Explanation of how 9.4 standards connect to the unit:

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives - Students will learn about perspective-taking and understand its connection to empathy and conflict resolution.
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems - In this unit, students will look at problems such as stress-management and peer conflict through different lenses and will use examples and real-life scenarios to determine best solutions.

Stage 2- Assessment Evidence:

Assessment:

Formative	<ul style="list-style-type: none"> ● Teacher/Counselor observations ● Peer interactions ● HIB referrals ● Student reports ● Student requests to see a counselor
Summative	<ul style="list-style-type: none"> ● Group presentations ● Class discussion following the unit ● Participation in activities throughout unit lessons
Alternative	<ul style="list-style-type: none"> ● Individual discussions with counselor

Benchmark	<ul style="list-style-type: none"> • Class discussion to ensure that all students have demonstrated an understanding of the material presented

Stage 3 - Learning Plan

Learning Activities:

- Classroom lessons on conflict resolution, coping skills, mindfulness, wellness, etc.
- Small group lessons for students in need of individualized skills

Differentiation:

ELL:

- Use speech appropriate for students' proficiency level
- Use a variety of techniques to make content concepts clear (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language)

G&T:

- Differentiated Conferencing
- Independent study

Special Ed:

- Frequently check for understanding
- Give direct and uncomplicated directions
- Directions repeated, clarified or reworded
- Small group instruction

504:

- Frequently check for understanding
- Provide short breaks

Students at Risk:

- Prompt before directions/questions are verbalized with visual cue between teacher and student
- Counseling check-ins
- Refocusing and redirection

[Accommodations Chart](#)

Core and Supplementary Instructional Materials

Teacher Pedagogical Resources:

- <https://theresponsivecounselor.com/>
- <https://www.stressfreeschoolcounseling.com/products/impact-2-0>
- <https://www.counselorkeri.com/>
- <https://www.schoolcounselor.org/>
- <https://casel.org/>
- *MindUP*

Student Materials:

Paper/pencils, handouts, calming tools

DOE Mandates

Amistad Commission -

Holocaust Mandate -

Diversity, Equity, and Inclusion Mandate:

Gender - encourages a safe, welcoming, and inclusive environment for all students regardless of gender

Sexual Orientation - encourages a safe, welcoming, and inclusive environment for all students regardless of their sexual orientation

Race - encourages a safe, welcoming, and inclusive environment for all students regardless of race

Ethnicity - encourages a safe, welcoming, and inclusive environment for all students regardless of ethnicity

Religious Tolerance - encourages a safe, welcoming, and inclusive environment for all students regardless of their religious beliefs

Unconscious Bias Impact on Individuals

Unconscious Bias Impact on Society -

Economic Disparity Impact on Individuals - encourages a safe, welcoming, and inclusive environment for all students regardless of their economic status

LGBTQ and Peoples with Disabilities Mandate - encourages a safe, welcoming, and inclusive environment for all students regardless of their gender identity and disability status

Asian American & Pacific Islander Mandate -

Notes:

Inclusion of Climate Change Opportunities





Unit #1: *Character Education*

Grade Level: 3

Length of Unit: 8 weeks

Unit Rationale:

The purpose of this unit is to provide students with the foundation for personal and social growth. They will learn to recognize and identify different feelings and will begin to develop the skills needed to understand and respect themselves and others. Character development will be promoted through emphasis on values, responsibilities, and ethics, and students will begin to understand how their character impacts their school culture and climate, as well as their interpersonal relationships.

Stage 1 - Desired Results

Enduring Understandings:

Students will understand that...

- Building a strong character can lay the foundation for respecting ourselves and others
- Our words and actions can impact the feelings of others
- Our words and actions are a reflection of our character

Essential Questions:

- Why is it important to build a strong character?
- What are some ways we can develop our character?
- How do our character traits impact school culture and climate?
- How do our character traits impact our relationships?

Content:

Students will know...

- That feelings, thoughts, and actions are all connected
- That how people think, feel, and act are reflections of their character
- That the school climate and culture are impacted by the character traits of the people within that school community
- That a person's character traits impacts their relationships with others

Skills:

Students will be able to...

- Identify feelings in themselves and others
- Recognize how their behaviors can impact others
- Take responsibility for their behaviors
- Act as leaders
- Demonstrate an understanding of character traits

ASCA National Standards for Students (2004)

A:A1.5 Identify attitudes and behaviors that lead to successful learning

A:A2.3 Use communications skills to know when and how to ask for help when needed

A:A3.1 Take responsibility for their actions

A:A3.2 Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students

A:B1.1 Demonstrate the motivation to achieve individual potential

A:B1.4 Seek information and support from faculty, staff, family and peers

C:A1.3. Develop an awareness of personal abilities, skills, interests and motivations

C:A1.5 Learn to make decisions

C.C2.3 Learn to work cooperatively with others as a team member

PS:A1.1 Develop positive attitudes toward self as a unique and worthy person

PS:A1.2 Identify values, attitudes and beliefs

PS:A1.5 Identify and express feelings
 PS:A1.6 Distinguish between appropriate and inappropriate behavior
 PS:A1.7 Recognize personal boundaries, rights and privacy needs
 PS:A1.8 Understand the need for self-control and how to practice it
 PS:A1.9 Demonstrate cooperative behavior in groups
 PS:A1.10 Identify personal strengths and assets
 PS:A1.11 Identify and discuss changing personal and social roles
 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
 PS:A2.6 Use effective communications skills
 PS:A2.7 Know that communication involves speaking, listening and nonverbal behavior
 PS:A2.8 Learn how to make and keep friends
 PS:B1.2 Understand consequences of decisions and choices
 PS:B1.3 Identify alternative solutions to a problem
 PS:B1.4 Develop effective coping skills for dealing with problems
 PS:B1.5 Demonstrate when, where and how to seek help for solving problems and making decisions
 PS:B1.7 Demonstrate a respect and appreciation for individual and cultural differences
 PS:C1.3 Learn about the differences between appropriate and inappropriate physical contact
 PS:C1.6 Identify resource people in the school and community, and know how to seek their help

Career Education (Career Readiness, Life Literacies, and Key Skills Practices and 9.2 Standards)

CLKS Practices:

- Act as a responsible and contributing community member and employee
- Consider the environmental, social and economic impacts of decisions

Connected Careers:

Performer, Advertising

Explanation of how CLKs connect to the unit:

- Students will learn to act as responsible and contributing community members by developing and strengthening positive character traits such as empathy, responsibility, leadership, honesty, perseverance, and citizenship. Students will also develop social skills that will allow them to work with peers and teachers within their classroom and school community.
- Students will learn to consider the environmental, social and economic impacts of decisions by learning the relationship between their own words and actions and how they make others feel around them.

Explanation of how 9.2 standards connect to the unit:

N/A

Explanation of how Connected Careers connect to the unit:

- Performers must be in-tuned with the full range of human emotion and experiences.
- Advertising requires an understanding of people's thoughts and how their thoughts and values drive behavior.

Interdisciplinary Standards

- 2.1.5.EH.1: Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors.
- 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).
- 2.1.5.SSH.4: Describe how families can share common values, offer emotional support, and set boundaries and limits.
- 2.1.5.SSH.5: Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics.

Explanation of how interdisciplinary standards connect to the unit:

- 2.1.5.EH.1: Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors. - In this unit, students will explore the connections between thoughts, feelings, and behavior and how those things can impact themselves, school culture and climate, and their interpersonal relationships.
- 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety). - This unit will focus on the range of human emotions and how we can recognize those feelings in ourselves and others.
- 2.1.5.SSH.5: Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics. - As students continue to explore their feelings in relationship to character development, they will understand the importance of sharing those feelings with trusted adults.

Technology Integration (9.4 Standards) -

- 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3)

Explanation of how 9.4 standards connect to the unit:

- 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1). - As students continue to explore what it means to build character, they will identify the people and resources that can aid in that development and can help them solve problems.
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3). - Students will recognize the importance of problem-solving as it relates to their own character development and how that, in turn, impacts their school community and their interpersonal relationships.

Stage 2- Assessment Evidence:**Assessment:****Formative**

- Teacher/Counselor observations
- Peer interactions
- HIB referrals
- Student requests to see a counselor

Summative	<ul style="list-style-type: none"> ● Class discussion following the unit ● Participation in activities throughout unit lessons
Alternative	<ul style="list-style-type: none"> ● 1:1 conversation with student
Benchmark	<ul style="list-style-type: none"> ● Class discussion to ensure that all students have demonstrated the knowledge of positive character traits and their importance to the culture and climate of the school community.

Stage 3 - Learning Plan

Learning Activities:

- SEL classroom lessons
- Small group social skills lessons for students in need of individualized skills

Differentiation:

ELL:

- Use speech appropriate for students' proficiency level
- Use a variety of techniques to make content concepts clear (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language)

G&T:

- Differentiated Conferencing
- Independent study

Special Ed:

- Frequently check for understanding
- Give direct and uncomplicated directions
- Directions repeated, clarified or reworded
- Small group instruction

504:

- Frequently check for understanding
- Provide short breaks

Students at Risk:

- Prompt before directions/questions are verbalized with visual cue between teacher and student
- Counseling check-ins
- Refocusing and redirection

[Accommodations Chart](#)

Core and Supplementary Instructional Materials

Teacher Pedagogical Resources:

- <https://theresponsivecounselor.com/>
- <https://www.stressfreeschoolcounseling.com/products/impact-2-0>

- <https://casel.org/>
- <https://www.njasecd.org/>
- *Start Here, Start Now* by Liz Kleinrock
- *MindUP*

Student Materials:

Coloring materials, feelings identification chart

DOE Mandates

Amistad Commission -

Holocaust Mandate -

Diversity, Equity, and Inclusion Mandate:

Gender - encourages a safe, welcoming, and inclusive environment for all students regardless of gender

Sexual Orientation - encourages a safe, welcoming, and inclusive environment for all students regardless of their sexual orientation

Race - encourages a safe, welcoming, and inclusive environment for all students regardless of race

Ethnicity - encourages a safe, welcoming, and inclusive environment for all students regardless of ethnicity

Religious Tolerance - encourages a safe, welcoming, and inclusive environment for all students regardless of their religious beliefs

Unconscious Bias Impact on Individuals -

Unconscious Bias Impact on Society -

Economic Disparity Impact on Individuals - encourages a safe, welcoming, and inclusive environment for all students regardless of their economic status

Economic Disparity Impact on Society -

LGBTQ and Peoples with Disabilities Mandate - encourages a safe, welcoming, and inclusive environment for all students regardless of sexual identity

Asian American & Pacific Islander Mandate -

Notes:

Inclusion of Climate Change Opportunities



Grade Level: 3	Length of Unit: 8 weeks
Unit Rationale: The purpose of this unit is to set the foundation for what it means to be a learner and to provide the framework for evidence-based executive function skills.	
Stage 1 - Desired Results	
Enduring Understandings: <i>Students will understand that...</i> <ul style="list-style-type: none"> ● There is a connection between school performance and future goals ● There are skills and strategies required for success 	Essential Questions: <ul style="list-style-type: none"> ● Why is it important to try your best in school? ● What are the skills needed to be a successful learner?
Content: <i>Students will know...</i> <ul style="list-style-type: none"> ● The skills that contribute to effective learning and information retention in school ● The concept of executive function skills and why they are important ● The relationship of academics to work, home, and the community 	Skills: <i>Students will be able to...</i> <ul style="list-style-type: none"> ● Recognize their own abilities ● Develop a positive and realistic self-concept ● Begin to set goals ● Apply strategies to achieve long-term goals
ASCA National Standards for Students (2004) A:A1.1 Articulate feelings of competence and confidence as learners A:A1.2 Display a positive interest in learning A:A1.3 Take pride in work and achievement A:A1.4 Accept mistakes as essential to the learning process A:A1.5 Identify attitudes and behaviors that lead to successful learning A:A2.1 Apply time-management and task-management skills A:A2.2 Demonstrate how effort and persistence positively affect learning A:A1.1 Take responsibility for their actions A:A2.3 Use communications skills to know when and how to ask for help when needed A:A2.4 Apply knowledge and learning styles to positively influence school performance A:A3.2 Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students A:A3.3 Develop a broad range of interests and abilities A:A3.4 Demonstrate dependability, productivity and initiative A:A3.5 Share knowledge A:B1.1 Demonstrate the motivation to achieve individual potential A:B1.4 Seek information and support from faculty, staff, family and peers A:B1.7 Become a self-directed and independent learner A:B2.6 Understand the relationship between classroom performance and success in school C:A1.3. Develop an awareness of personal abilities, skills, interests and motivations C:A1.4 Learn how to interact and work cooperatively in teams C:A1.5 Learn to make decisions C:A1.6 Learn how to set goals C:A1.7 Understand the importance of planning C:A1.8 Pursue and develop competency in areas of interests	

C:A2.1 Acquire employability skills such as working on a team, problem-solving and organizational skills
 C:A2.7 Develop a positive attitude toward work and learning
 C:A2.8 Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace
 C:A2.9 Utilize time- and task-management skills
 C:C2.3 Learn to work cooperatively with others as a team member
 PS:A1.2 Identify values, attitudes and beliefs
 PS:A1.3 Learn the goal-setting process
 PS:A1.6 Distinguish between appropriate and inappropriate behavior
 PS:A1.8 Understand the need for self-control and how to practice it
 PS:A1.9 Demonstrate cooperative behavior in groups
 PS:A1.10 Identify personal strengths and assets
 PS:A2.6 Use effective communications skills
 PS:A2.7 Know that communication involves speaking, listening and nonverbal behavior
 PS:B1.2 Understand consequences of decisions and choices
 PS:B1.3 Identify alternative solutions to a problem
 PS:B1.4 Develop effective coping skills for dealing with problems
 PS:B1.5 Demonstrate when, where and how to seek help for solving problems and making decisions
 PS:B1.9 Identify long- and short-term goals
 PS:B1.10 Identify alternative ways of achieving goals
 PS:B1.11 Use persistence and perseverance in acquiring knowledge and skills
 PS:B1.12 Develop an action plan to set and achieve realistic goals
 PS:C1.10 Learn techniques for managing stress and conflict

Career Education (Career Readiness, Life Literacies, and Key Skills Practices and 9.2 Standards)

N/A

CLKS Practices:

- Act as a responsible and contributing community members and employee
- Utilize critical thinking to make sense of problems and persevere in solving them
- Plan education and career paths aligned to personal goals

Connected Careers:

Urban Planner , Office Clerk

Explanation of how CLKs connect to the unit:

- Students will work on skills needed to be successful in the classroom, allowing them to help create and become contributing members of a safe, respectful, and productive learning community.
- Students will begin to understand problem-solving techniques and will practice employing them.
- Students will learn to set goals and will begin to make plans toward achieving those goals.

Explanation of how 9.2 standards connect to the unit:

N/A

Explanation of how Connected Careers connect to the unit:

- Urban planners must be organized, flexible, look at problems from different angles, and use problem-solving skills.
- Office clerks must use executive functioning skills such as time management and organization in order to help the office/business run effectively and efficiently.

Interdisciplinary Standards

- 2.1.5.EH.4: Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance.
- 6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

Explanation of how interdisciplinary standards connect to the unit:

- 2.1.5.EH.4: Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance. - As students continue to build upon the skills that are necessary for classroom success, they will recognize the importance of asking for assistance, when needed, and will be able to identify where they can go for that help.
- 6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges. - Students will understand that classroom/community “norms” and procedures are dependent on the collaboration of all participating members and that having a range of voices ensures the inclusion of all.

Technology Integration (9.4 Standards) -

- 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3)

Explanation of how 9.4 standards connect to the unit:

- 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1). - As students continue to develop their executive functioning skills, they will recognize the importance of asking for help when needed. In this unit, they will continue to explore the different people and places that can provide this help.
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3). As students continue to develop their executive functioning and problem-solving skills, they will use a variety of strategies to solve different problems.

Stage 2- Assessment Evidence:

Assessment:

Formative	<ul style="list-style-type: none"> ● Teacher/Counselor observations ● Peer interactions ● Student grades ● Student reports ● Student requests to see a counselor
Summative	<ul style="list-style-type: none"> ● Group presentations ● Student grades ● Class discussion following the unit

	<ul style="list-style-type: none"> • Participation in activities throughout unit lessons
Alternative	<ul style="list-style-type: none"> • Individual discussions with counselor
Benchmark	<ul style="list-style-type: none"> • Class discussion to ensure that all students have demonstrated an understanding of the material presented

Stage 3 - Learning Plan

Learning Activities:

- Executive function/problem-solving classroom lessons
- Small group problem-solving/self-control/executive function lessons for students in need of additional learning and practice

Differentiation:

ELL:

- Use speech appropriate for students' proficiency level
- Use a variety of techniques to make content concepts clear (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language)

G&T:

- Differentiated Conferencing
- Independent study

Special Ed:

- Frequently check for understanding
- Give direct and uncomplicated directions
- Directions repeated, clarified or reworded
- Small group instruction

504:

- Frequently check for understanding
- Provide short breaks

Students at Risk:

- Prompt before directions/questions are verbalized with visual cue between teacher and student
- Counseling check-ins
- Refocusing and redirection

[Accommodations Chart](#)

Core and Supplementary Instructional Materials

Teacher Pedagogical Resources:

- <https://theresponsivecounselor.com/>
- <https://www.stressfreeschoolcounseling.com/products/impact-2-0>
- <https://www.counselorkeri.com/>

- <https://www.schoolcounselor.org/>
- <https://casel.org/>

Student Materials:

Paper/pencils, handouts

DOE Mandates

Amistad Commission -

Holocaust Mandate -

Diversity, Equity, and Inclusion Mandate:

Gender - encourages a safe, welcoming, and inclusive environment for all students regardless of gender

Sexual Orientation - encourages a safe, welcoming, and inclusive environment for all students regardless of their sexual orientation

Race - encourages a safe, welcoming, and inclusive environment for all students regardless of race

Ethnicity - encourages a safe, welcoming, and inclusive environment for all students regardless of ethnicity

Religious Tolerance - encourages a safe, welcoming, and inclusive environment for all students regardless of their religious beliefs

Unconscious Bias Impact on Individuals

Unconscious Bias Impact on Society

Economic Disparity Impact on Individuals - encourages a safe, welcoming, and inclusive environment for all students regardless of their economic status

LGBTQ and Peoples with Disabilities Mandate - encourages a safe, welcoming, and inclusive environment for all students regardless of their gender identity and disability status

Asian American & Pacific Islander Mandate -

Notes:
Inclusion of Climate Change Opportunities



Unit #3: *Personal Growth (Coping Skills, Conflict Resolution)*

Grade Level: 3

Length of Unit: 8 weeks

Unit Rationale:

This unit will focus on topics of growth such as conflict resolution and coping skills/stress reduction. Students will begin to acquire the skills necessary to identify problems and a plan on how to deal with them. Students will identify possible causes of conflict, identify types of conflicts, and discuss appropriate ways to prevent and solve conflicts with peers. Students will learn to identify various coping skills they can utilize for the purpose of stress reduction, mindfulness, and distress tolerance.

Stage 1 - Desired Results

Enduring Understandings:

Students will understand that...

- Conflict is typical and can be resolved
- It is important to identify a conflict and then make plans for a resolution
- Stress is typical and not all stress is bad
- There are effective coping skills for handling stress and anxiety

Essential Questions:

- What is conflict / what are different kinds of conflicts?
- How can we solve conflicts with peers?
- What are different coping skills and tools that can be used to manage stress and deal with different situations?

Content:

Students will know...

- What is conflict?
- Ways to avoid conflict
- How to handle peer conflict in a productive manner
- The importance of learning coping skills for stress reduction and anxiety management

Skills:

Students will be able to...

- Demonstrate responsible behavior for the safety and well-being of themselves and others
- Collaborate with peers to resolve a conflict
- Identify family members and school staff they can go to if they are concerned for their own safety or the safety of a peer
- Use effective decision making skills
- Explain healthy ways of coping with common stressful situations
- Practice mindfulness strategies on a daily basis

ASCA National Standards for Students (2004)

A:A2.3 Use communication skills to know when and how to ask for help when needed

A:A3.1 Take responsibility for their actions

A:B1.2 Learn and apply critical-thinking skills

PS:A1.1 Develop positive attitudes toward self as a unique and worthy person

PS:A1.2 Identify values, attitudes and beliefs

PS:A1.3 Learn the goal-setting process

PS:A1.4 Understand change is a part of growth

PS:A1.5 Identify and express feelings

PS:A1.6 Distinguish between appropriate and inappropriate behavior

PS:A1.7 Recognize personal boundaries, rights and privacy needs

PS:A1.8 Understand the need for self-control and how to practice it

PS:A1.9 Demonstrate cooperative behavior in groups

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
 PS:A2.6 Use effective communications skills
 PS:A2.7 Know that communication involves speaking, listening and nonverbal behavior
 PS:A2.8 Learn how to make and keep friends
 PS:B1.1 Use a decision-making and problem-solving model
 PS:B1.2 Understand consequences of decisions and choices
 PS:B1.3 Identify alternative solutions to a problem
 PS:B1.4 Develop effective coping skills for dealing with problems
 PS:B1.5 Demonstrate when, where and how to seek help for solving problems and making decisions
 PS:B1.6 Know how to apply conflict resolution skills
 PS:B1.7 Demonstrate a respect and appreciation for individual and cultural differences
 PS:B1.8 Know when peer pressure is influencing a decision
 PS:C1.4 Demonstrate the ability to set boundaries, rights and personal privacy
 PS:C1.6 Identify resource people in the school and community, and know how to seek their help
 PS:C1.7 Apply effective problem-solving and decision-making skills to make safe and healthy choices
 PS:C1.9 Learn how to cope with peer pressure
 PS:C1.10 Learn techniques for managing stress and conflict
 PS:C1.11 Learn coping skills for managing life events

Career Education (Career Readiness, Life Literacies, and Key Skills Practices and 9.2 Standards)

N/A

CLKS Practices:

- Act as a responsible and contributing community members and employee
- Consider the environmental, social and economic impacts of decisions
- Utilize critical thinking to make sense of problems and persevere in solving them

Connected Careers:

Lawyer, Sports Official

Explanation of how CLKs connect to the unit:

- Students will learn the importance of acting as a responsible and contributing community member and employee by acquiring conflict resolution skills that can be used both personally and professionally.
- Students will be able to consider the environmental, social and economic impacts of decisions by learning how their behaviors may lead to conflicts and how different strategies can help them resolve those conflicts.
- They will then be able to utilize critical thinking to make sense of problems and persevere in solving them by learning effective conflict resolution, coping skills, and stress management techniques.

Explanation of how 9.2 standards connect to the unit:

N/A

Explanation of how Connected Careers connect to the unit:

- Lawyers must have an understanding of conflict and how to manage and help resolve various conflicts.
- Sports officials must have an expert understanding of conflict and how to manage and help resolve various conflicts.

Interdisciplinary Standards

- 2.1.5.PGD.1: Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity).
- 2.1.5.EH.2: Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.
- 2.1.5.SSH.7: Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.

Explanation of how interdisciplinary standards connect to the unit:

- 2.1.5.PGD.1: Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity). - Students will learn coping skills and how applying those skills and strategies can impact their overall wellness.
- 2.1.5.EH.2: Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others. - Students will continue to develop coping skills and strategies to use in a variety of situations.
- 2.1.5.SSH.7: Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others. - Students will continue to examine and understand different kinds of conflict and will be able to define bullying.

Technology Integration (9.4 Standards) -

- 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3)

Explanation of how 9.4 standards connect to the unit:

- 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1). - As students continue to develop strategies for conflict resolution and coping, they will recognize the importance of asking for help when needed. In this unit, they will continue to explore the different people and places that can provide this help.
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3). Students will continue to develop various strategies for conflict resolution and coping.

Stage 2- Assessment Evidence:**Assessment:****Formative**

- Teacher/Counselor observations
- Peer interactions
- HIB referrals
- Student reports

	<ul style="list-style-type: none"> • Student requests to see a counselor
Summative	<ul style="list-style-type: none"> • Group presentations • Class discussion following the unit • Participation in activities throughout unit lessons
Alternative	<ul style="list-style-type: none"> • Individual discussions with counselor
Benchmark	<ul style="list-style-type: none"> • Class discussion to ensure that all students have demonstrated an understanding of the material presented

Stage 3 - Learning Plan

Learning Activities:

- Classroom lessons on conflict resolution, coping skills, mindfulness, wellness, etc.
- Small group lessons for students in need of individualized skills

Differentiation:

ELL:

- Use speech appropriate for students' proficiency level
- Use a variety of techniques to make content concepts clear (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language)

G&T:

- Differentiated Conferencing
- Independent study

Special Ed:

- Frequently check for understanding
- Give direct and uncomplicated directions
- Directions repeated, clarified or reworded
- Small group instruction

504:

- Frequently check for understanding
- Provide short breaks

Students at Risk:

- Prompt before directions/questions are verbalized with visual cue between teacher and student
- Counseling check-ins
- Refocusing and redirection

[Accommodations Chart](#)

Core and Supplementary Instructional Materials

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- <https://www.stressfreeschoolcounseling.com/products/impact-2-0>
- <https://www.counselorkeri.com/>
- <https://www.schoolcounselor.org/>
- <https://casel.org/>
- *MindUP*

Student Materials:

Paper/pencils, handouts, calming tools

DOE Mandates

Amistad Commission -

Holocaust Mandate -

Diversity, Equity, and Inclusion Mandate:

Gender - encourages a safe, welcoming, and inclusive environment for all students regardless of gender

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LGBTQ and Peoples with Disabilities Mandate - encourages a safe, welcoming, and inclusive environment for all students regardless of their gender identity and disability status

Asian American & Pacific Islander Mandate -

Notes:
Inclusion of Climate Change Opportunities



Unit #1: *Character Education*

Grade Level: 4

Length of Unit: 8 weeks

Unit Rationale:

The purpose of this unit is to provide students with the foundation for personal and social growth. They will learn to recognize and identify different feelings and will begin to develop the skills needed to understand and respect themselves and others. Character development will be promoted through emphasis on values, responsibilities, and ethics, and students will begin to understand how their character impacts their school culture and climate, as well as their interpersonal relationships.

Stage 1 - Desired Results

Enduring Understandings:

Students will understand that...

- Building a strong character can lay the foundation for respecting ourselves and others
- Our words and actions can impact the feelings of others
- Our words and actions are a reflection of our character

Essential Questions:

- Why is it important to build a strong character?
- What are some ways we can develop our character?
- How do our character traits impact school culture and climate?
- How do our character traits impact our relationships?

Content:

Students will know...

- That feelings, thoughts, and actions are all connected
- That how people think, feel, and act are reflections of their character
- That the school climate and culture are impacted by the character traits of the people within that school community
- That a person's character traits impacts their relationships with others

Skills:

Students will be able to...

- Identify feelings in themselves and others
- Recognize how their behaviors can impact others
- Take responsibility for their behaviors
- Act as leaders
- Demonstrate an understanding of character traits

ASCA National Standards for Students (2004)

A:A1.5 Identify attitudes and behaviors that lead to successful learning

A:A2.3 Use communications skills to know when and how to ask for help when needed

A:A3.1 Take responsibility for their actions

A:A3.2 Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students

A:B1.1 Demonstrate the motivation to achieve individual potential

A:B1.4 Seek information and support from faculty, staff, family and peers

C:A1.3. Develop an awareness of personal abilities, skills, interests and motivations

C:A1.5 Learn to make decisions

C.C2.3 Learn to work cooperatively with others as a team member

PS:A1.1 Develop positive attitudes toward self as a unique and worthy person

PS:A1.2 Identify values, attitudes and beliefs

PS:A1.5 Identify and express feelings
 PS:A1.6 Distinguish between appropriate and inappropriate behavior
 PS:A1.7 Recognize personal boundaries, rights and privacy needs
 PS:A1.8 Understand the need for self-control and how to practice it
 PS:A1.9 Demonstrate cooperative behavior in groups
 PS:A1.10 Identify personal strengths and assets
 PS:A1.11 Identify and discuss changing personal and social roles
 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
 PS:A2.6 Use effective communications skills
 PS:A2.7 Know that communication involves speaking, listening and nonverbal behavior
 PS:A2.8 Learn how to make and keep friends
 PS:B1.2 Understand consequences of decisions and choices
 PS:B1.3 Identify alternative solutions to a problem
 PS:B1.4 Develop effective coping skills for dealing with problems
 PS:B1.5 Demonstrate when, where and how to seek help for solving problems and making decisions
 PS:B1.7 Demonstrate a respect and appreciation for individual and cultural differences
 PS:C1.3 Learn about the differences between appropriate and inappropriate physical contact
 PS:C1.6 Identify resource people in the school and community, and know how to seek their help

Career Education (Career Readiness, Life Literacies, and Key Skills Practices and 9.2 Standards)

CLKS Practices:

- Act as a responsible and contributing community member and employee
- Consider the environmental, social and economic impacts of decisions

Connected Careers:

Speech-Language Pathologist, Psychologist

Explanation of how CLKs connect to the unit:

- Students will learn to act as responsible and contributing community members by developing and strengthening positive character traits such as empathy, responsibility, leadership, honesty, perseverance, and citizenship. Students will also develop social skills that will allow them to work with peers and teachers within their classroom and school community.
- Students will learn to consider the environmental, social and economic impacts of decisions by learning the relationship between their own words and actions and how they make others feel around them.

Explanation of how 9.2 standards connect to the unit:

N/A

Explanation of how Connected Careers connect to the unit:

- Speech language pathologists must be aware of the feelings and needs of their clients and themselves, and this unit will help students identify and recognize feelings. In this unit, we will lay the foundation of building character traits such as empathy, responsibility, and kindness, which are all necessary in the field of speech-language pathology.

- Psychologists study human behavior and interaction. This unit will allow students to understand how behavior impacts interpersonal relationships.

Interdisciplinary Standards

- 2.1.5.EH.1: Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors.
- 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).
- 2.1.5.SSH.4: Describe how families can share common values, offer emotional support, and set boundaries and limits.
- 2.1.5.SSH.5: Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics.

Explanation of how interdisciplinary standards connect to the unit:

- 2.1.5.EH.1: Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors. - In this unit, students will explore the connections between thoughts, feelings, and behavior and how those things can impact themselves, school culture and climate, and their interpersonal relationships.
- 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety). - This unit will focus on the range of human emotions and how we can recognize those feelings in ourselves and others.
- 2.1.5.SSH.5: Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics. - As students continue to explore their feelings in relationship to character development, they will understand the importance of sharing those feelings with trusted adults.

Technology Integration (9.4 Standards) -

- 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3)

Explanation of how 9.4 standards connect to the unit:

- 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1). - As students continue to explore what it means to build character, they will identify the people and resources that can aid in that development and can help them solve problems.
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3). - Students will recognize the importance of problem-solving as it relates to their own character development and how that, in turn, impacts their school community and their interpersonal relationships.

Stage 2- Assessment Evidence:

Assessment:

Formative	<ul style="list-style-type: none"> ● Teacher/Counselor observations ● Peer interactions ● HIB referrals ● Student requests to see a counselor
Summative	<ul style="list-style-type: none"> ● Class discussion following the unit ● Participation in activities throughout unit lessons
Alternative	<ul style="list-style-type: none"> ● 1:1 conversation with student
Benchmark	<ul style="list-style-type: none"> ● Class discussion to ensure that all students have demonstrated the knowledge of positive character traits and their importance to the culture and climate of the school community.

Stage 3 - Learning Plan

Learning Activities:

- SEL classroom lessons
- Small group social skills lessons for students in need of individualized skills

Differentiation:

ELL:

- Use speech appropriate for students' proficiency level
- Use a variety of techniques to make content concepts clear (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language)

G&T:

- Differentiated Conferencing
- Independent study

Special Ed:

- Frequently check for understanding
- Give direct and uncomplicated directions
- Directions repeated, clarified or reworded
- Small group instruction

504:

- Frequently check for understanding
- Provide short breaks

Students at Risk:

- Prompt before directions/questions are verbalized with visual cue between teacher and student
- Counseling check-ins
- Refocusing and redirection

[Accommodations Chart](#)

Core and Supplementary Instructional Materials

Teacher Pedagogical Resources:

- <https://theresponsivecounselor.com/>
- <https://www.stressfreeschoolcounseling.com/products/impact-2-0>
- <https://casel.org/>
- <https://www.njasecd.org/>
- *Start Here, Start Now* by Liz Kleinrock
- *MindUP*

Student Materials:

Coloring materials, feelings identification chart

DOE Mandates

Amistad Commission -

Holocaust Mandate -

Diversity, Equity, and Inclusion Mandate:

Gender - encourages a safe, welcoming, and inclusive environment for all students regardless of gender

Sexual Orientation - encourages a safe, welcoming, and inclusive environment for all students regardless of their sexual orientation

Race - encourages a safe, welcoming, and inclusive environment for all students regardless of race

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Religious Tolerance - encourages a safe, welcoming, and inclusive environment for all students regardless of their religious beliefs

Unconscious Bias Impact on Individuals -

Unconscious Bias Impact on Society -

Economic Disparity Impact on Individuals - encourages a safe, welcoming, and inclusive environment for all students regardless of their economic status

Economic Disparity Impact on Society -

LGBTQ and Peoples with Disabilities Mandate - encourages a safe, welcoming, and inclusive environment for all students regardless of sexual identity

Asian American & Pacific Islander Mandate -

Notes:

Inclusion of Climate Change Opportunities



Unit #2: Academic Development/Executive Function

Grade Level: 4

Length of Unit: 8 weeks

Unit Rationale:

The purpose of this unit is to set the foundation for what it means to be a learner and to provide the framework for evidence-based executive function skills.

Stage 1 - Desired Results

Enduring Understandings:

Students will understand that...

- There is a connection between school performance and future goals
- There are skills and strategies required for success

Essential Questions:

- Why is it important to try your best in school?
- What are the skills needed to be a successful learner?

Content:

Students will know...

- The skills that contribute to effective learning and information retention in school
- The concept of executive function skills and why they are important
- The relationship of academics to work, home, and the community

Skills:

Students will be able to...

- Recognize their own abilities
- Develop a positive and realistic self-concept
- Begin to set goals
- Apply strategies to achieve long-term goals

ASCA National Standards for Students (2004)

A:A1.1 Articulate feelings of competence and confidence as learners

A:A1.2 Display a positive interest in learning

A:A1.3 Take pride in work and achievement

A:A1.4 Accept mistakes as essential to the learning process

A:A1.5 Identify attitudes and behaviors that lead to successful learning

A:A2.1 Apply time-management and task-management skills

A:A2.2 Demonstrate how effort and persistence positively affect learning

A:A1.1 Take responsibility for their actions

A:A2.3 Use communications skills to know when and how to ask for help when needed

A:A2.4 Apply knowledge and learning styles to positively influence school performance

A:A3.2 Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students

A:A3.3 Develop a broad range of interests and abilities

A:A3.4 Demonstrate dependability, productivity and initiative

A:A3.5 Share knowledge

A:B1.1 Demonstrate the motivation to achieve individual potential

A:B1.4 Seek information and support from faculty, staff, family and peers

A:B1.7 Become a self-directed and independent learner

A:B2.6 Understand the relationship between classroom performance and success in school

C:A1.3. Develop an awareness of personal abilities, skills, interests and motivations

C:A1.4 Learn how to interact and work cooperatively in teams
 C:A1.5 Learn to make decisions
 C:A1.6 Learn how to set goals
 C:A1.7 Understand the importance of planning
 C:A1.8 Pursue and develop competency in areas of interests
 C:A2.1 Acquire employability skills such as working on a team, problem-solving and organizational skills
 C:A2.7 Develop a positive attitude toward work and learning
 C:A2.8 Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace
 C:A2.9 Utilize time- and task-management skills
 C:C2.3 Learn to work cooperatively with others as a team member
 PS:A1.2 Identify values, attitudes and beliefs
 PS:A1.3 Learn the goal-setting process
 PS:A1.6 Distinguish between appropriate and inappropriate behavior
 PS:A1.8 Understand the need for self-control and how to practice it
 PS:A1.9 Demonstrate cooperative behavior in groups
 PS:A1.10 Identify personal strengths and assets
 PS:A2.6 Use effective communications skills
 PS:A2.7 Know that communication involves speaking, listening and nonverbal behavior
 PS:B1.2 Understand consequences of decisions and choices
 PS:B1.3 Identify alternative solutions to a problem
 PS:B1.4 Develop effective coping skills for dealing with problems
 PS:B1.5 Demonstrate when, where and how to seek help for solving problems and making decisions
 PS:B1.9 Identify long- and short-term goals
 PS:B1.10 Identify alternative ways of achieving goals
 PS:B1.11 Use persistence and perseverance in acquiring knowledge and skills
 PS:B1.12 Develop an action plan to set and achieve realistic goals
 PS:C1.10 Learn techniques for managing stress and conflict

Career Education (Career Readiness, Life Literacies, and Key Skills Practices and 9.2 Standards)

N/A

CLKS Practices:

- Act as a responsible and contributing community members and employee
- Utilize critical thinking to make sense of problems and persevere in solving them
- Plan education and career paths aligned to personal goals

Connected Careers:

Chef, Mathematician

Explanation of how CLKs connect to the unit:

- Students will work on skills needed to be successful in the classroom, allowing them to help create and become contributing members of a safe, respectful, and productive learning community.
- Students will begin to understand problem-solving techniques and will practice employing them.
- Students will learn to set goals and will begin to make plans toward achieving those goals.

Explanation of how 9.2 standards connect to the unit:

N/A

Explanation of how Connected Careers connect to the unit:

- Chefs not only require creativity, but must also be flexible, organized with time, and apply

problem-solving skills.

- Mathematician must be analytical, organized, and apply problem-solving skills.

Interdisciplinary Standards

- 2.1.5.EH.4: Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance.
- 6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

Explanation of how interdisciplinary standards connect to the unit:

- 2.1.5.EH.4: Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance. - As students continue to build upon the skills that are necessary for classroom success, they will recognize the importance of asking for assistance, when needed, and will be able to identify where they can go for that help.
- 6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges. - Students will understand that classroom/community “norms” and procedures are dependent on the collaboration of all participating members and that having a range of voices ensures the inclusion of all.

Technology Integration (9.4 Standards) -

- 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3)

Explanation of how 9.4 standards connect to the unit:

- 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1). - As students continue to develop their executive functioning skills, they will recognize the importance of asking for help when needed. In this unit, they will continue to explore the different people and places that can provide this help.
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3). As students continue to develop their executive functioning and problem-solving skills, they will use a variety of strategies to solve different problems.

Stage 2- Assessment Evidence:

Assessment:

Formative

- Teacher/Counselor observations
- Peer interactions
- Student grades
- Student reports

	<ul style="list-style-type: none"> • Student requests to see a counselor
Summative	<ul style="list-style-type: none"> • Group presentations • Student grades • Class discussion following the unit • Participation in activities throughout unit lessons
Alternative	<ul style="list-style-type: none"> • Individual discussions with counselor
Benchmark	<ul style="list-style-type: none"> • Class discussion to ensure that all students have demonstrated an understanding of the material presented

Stage 3 - Learning Plan

Learning Activities:

- Executive function/problem-solving classroom lessons
- Small group problem-solving/self-control/executive function lessons for students in need of additional learning and practice

Differentiation:

ELL:

- Use speech appropriate for students' proficiency level
- Use a variety of techniques to make content concepts clear (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language)

G&T:

- Differentiated Conferencing
- Independent study

Special Ed:

- Frequently check for understanding
- Give direct and uncomplicated directions
- Directions repeated, clarified or reworded
- Small group instruction

504:

- Frequently check for understanding
- Provide short breaks

Students at Risk:

- Prompt before directions/questions are verbalized with visual cue between teacher and student
- Counseling check-ins
- Refocusing and redirection

[Accommodations Chart](#)

Core and Supplementary Instructional Materials

Teacher Pedagogical Resources:

- <https://theresponsivecounselor.com/>
- <https://www.stressfreeschoolcounseling.com/products/impact-2-0>
- <https://www.counselorkeri.com/>
- <https://www.schoolcounselor.org/>
- <https://casel.org/>

Student Materials:

Paper/pencils, handouts

DOE Mandates

Amistad Commission -

Holocaust Mandate -

Diversity, Equity, and Inclusion Mandate:

Gender - encourages a safe, welcoming, and inclusive environment for all students regardless of gender

Sexual Orientation - encourages a safe, welcoming, and inclusive environment for all students regardless of their sexual orientation

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Unconscious Bias Impact on Individuals

Unconscious Bias Impact on Society

Economic Disparity Impact on Individuals - encourages a safe, welcoming, and inclusive environment for all students regardless of their economic status

LGBTQ and Peoples with Disabilities Mandate - encourages a safe, welcoming, and inclusive environment for all students regardless of their gender identity and disability status

Asian American & Pacific Islander Mandate -

Notes:

Inclusion of Climate Change Opportunities



Unit #3: *Personal Growth (Coping Skills, Conflict Resolution)*

Grade Level: 4

Length of Unit: 8 weeks

Unit Rationale:

This unit will focus on topics of growth such as conflict resolution and coping skills/stress reduction. Students will begin to acquire the skills necessary to identify problems and a plan on how to deal with them. Students will identify possible causes of conflict, identify types of conflicts, and discuss appropriate ways to prevent and solve conflicts with peers. Students will learn to identify various coping skills they can utilize for the purpose of stress reduction, mindfulness, and distress tolerance.

Stage 1 - Desired Results

Enduring Understandings:

Students will understand that...

- Conflict is typical and can be resolved
- It is important to identify a conflict and then make plans for a resolution
- Stress is typical and not all stress is bad
- There are effective coping skills for handling stress and anxiety

Essential Questions:

- What is conflict / what are different kinds of conflicts?
- How can we solve conflicts with peers?
- What are different coping skills and tools that can be used to manage stress and deal with different situations?

Content:

Students will know...

- What is conflict?
- Ways to avoid conflict
- How to handle peer conflict in a productive manner
- The importance of learning coping skills for stress reduction and anxiety management

Skills:

Students will be able to...

- Demonstrate responsible behavior for the safety and well-being of themselves and others
- Collaborate with peers to resolve a conflict
- Identify family members and school staff they can go to if they are concerned for their own safety or the safety of a peer
- Use effective decision making skills
- Explain healthy ways of coping with common stressful situations
- Practice mindfulness strategies on a daily basis

ASCA National Standards for Students (2004)

A:A2.3 Use communication skills to know when and how to ask for help when needed

A:A3.1 Take responsibility for their actions

A:B1.2 Learn and apply critical-thinking skills

PS:A1.1 Develop positive attitudes toward self as a unique and worthy person

PS:A1.2 Identify values, attitudes and beliefs

PS:A1.3 Learn the goal-setting process

PS:A1.4 Understand change is a part of growth

PS:A1.5 Identify and express feelings

PS:A1.6 Distinguish between appropriate and inappropriate behavior

PS:A1.7 Recognize personal boundaries, rights and privacy needs

PS:A1.8 Understand the need for self-control and how to practice it
 PS:A1.9 Demonstrate cooperative behavior in groups
 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
 PS:A2.6 Use effective communications skills
 PS:A2.7 Know that communication involves speaking, listening and nonverbal behavior
 PS:A2.8 Learn how to make and keep friends
 PS:B1.1 Use a decision-making and problem-solving model
 PS:B1.2 Understand consequences of decisions and choices
 PS:B1.3 Identify alternative solutions to a problem
 PS:B1.4 Develop effective coping skills for dealing with problems
 PS:B1.5 Demonstrate when, where and how to seek help for solving problems and making decisions
 PS:B1.6 Know how to apply conflict resolution skills
 PS:B1.7 Demonstrate a respect and appreciation for individual and cultural differences
 PS:B1.8 Know when peer pressure is influencing a decision
 PS:C1.4 Demonstrate the ability to set boundaries, rights and personal privacy
 PS:C1.6 Identify resource people in the school and community, and know how to seek their help
 PS:C1.7 Apply effective problem-solving and decision-making skills to make safe and healthy choices
 PS:C1.9 Learn how to cope with peer pressure
 PS:C1.10 Learn techniques for managing stress and conflict
 PS:C1.11 Learn coping skills for managing life events

Career Education (Career Readiness, Life Literacies, and Key Skills Practices and 9.2 Standards)

N/A

CLKS Practices:

- Act as a responsible and contributing community members and employee
- Consider the environmental, social and economic impacts of decisions
- Utilize critical thinking to make sense of problems and persevere in solving them

Connected Careers:

Firefighter, Personal Trainer

Explanation of how CLKs connect to the unit:

- Students will learn the importance of acting as a responsible and contributing community member and employee by acquiring conflict resolution skills that can be used both personally and professionally.
- Students will be able to consider the environmental, social and economic impacts of decisions by learning how their behaviors may lead to conflicts and how different strategies can help them resolve those conflicts.
- They will then be able to utilize critical thinking to make sense of problems and persevere in solving them by learning effective conflict resolution, coping skills, and stress management techniques.

Explanation of how 9.2 standards connect to the unit:

N/A

Explanation of how Connected Careers connect to the unit:

- Firefighters deal with very high-stress situations and must be prepared to encounter conflict and/or help people cope with stress and trauma.
- Personal trainers have a deep understanding of how stress impacts the body and ways to manage and deal with that stress.

Interdisciplinary Standards

- 2.1.5.PGD.1: Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity).
- 2.1.5.EH.2: Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.
- 2.1.5.SSH.7: Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.

Explanation of how interdisciplinary standards connect to the unit:

- 2.1.5.PGD.1: Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity). - Students will learn coping skills and how applying those skills and strategies can impact their overall wellness.
- 2.1.5.EH.2: Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others. - Students will continue to develop coping skills and strategies to use in a variety of situations.
- 2.1.5.SSH.7: Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others. - Students will continue to examine and understand different kinds of conflict and will be able to define bullying.

Technology Integration (9.4 Standards) -

- 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3)

Explanation of how 9.4 standards connect to the unit:

- 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1). - As students continue to develop strategies for conflict resolution and coping, they will recognize the importance of asking for help when needed. In this unit, they will continue to explore the different people and places that can provide this help.
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3). Students will continue to develop various strategies for conflict resolution and coping.

Stage 2- Assessment Evidence:

Assessment:

Formative	<ul style="list-style-type: none"> • Teacher/Counselor observations • Peer interactions • HIB referrals • Student reports • Student requests to see a counselor
Summative	<ul style="list-style-type: none"> • Group presentations • Class discussion following the unit • Participation in activities throughout unit lessons
Alternative	<ul style="list-style-type: none"> • Individual discussions with counselor
Benchmark	<ul style="list-style-type: none"> • Class discussion to ensure that all students have demonstrated an understanding of the material presented

Stage 3 - Learning Plan

Learning Activities:

- Classroom lessons on conflict resolution, coping skills, mindfulness, wellness, etc.
- Small group lessons for students in need of individualized skills

Differentiation:

ELL:

- Use speech appropriate for students' proficiency level
- Use a variety of techniques to make content concepts clear (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language)

G&T:

- Differentiated Conferencing
- Independent study

Special Ed:

- Frequently check for understanding
- Give direct and uncomplicated directions
- Directions repeated, clarified or reworded
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504:

- Frequently check for understanding
- Provide short breaks

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Student Materials:

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