



Unit Map 2013-2014

Green Brook Township School District

/ **21st Century Skills Curriculum 1 (D)** / Grade 1 (District Elementary Curriculum)

Wednesday, August 28, 2013, 8:22AM



Unit: Empathy Training (Week 17, 4 Weeks)

New Jersey Core Curriculum Standards

2009 CCCS: Standard 9: 21st Century Life and Careers, Grade 4 , 9.1 21st-Century Life & Career Skills

B. Creativity and Innovation

- 9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.

C. Collaboration, Teamwork, and Leadership

- 9.1.4.C.1 Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play).

D. Cross-Cultural Understanding and Interpersonal Communication

- 9.1.4.D.2 Express needs, wants, and feelings appropriately in various situations.
- 9.1.4.D.3 Demonstrate an awareness of one's own culture and other cultures during interactions within and outside of the classroom.

F. Accountability, Productivity, and Ethics

- 9.1.4.F.2 Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extra-curricular activities.

Description of Unit

The goal of the unit on empathy training is to increase students' ability to identify their own feelings and those of others. Students are taught to recognize internal and external clues to their own feelings. They are made aware of physical, verbal and situational clues to identify the feelings of others.

Identifying feelings is the foundation of empathy and is crucial for skill development in subsequent units. Without awareness

Essential Questions

- Why is it important to know how others feel?
- How can I recognize the feelings of others?
- How can I recognize my own feelings?
- Why is it important to tell my feelings to an adult I trust?

of how others feel, there is no motivation for social problem-solving or anger management. Ultimately, students will understand that all feelings are acceptable. It is what they do with their feelings that will either strengthen or damage relationships with others.

<p>Knowledge</p>	<p>Skills</p>
<p>Students will know:</p> <ol style="list-style-type: none"> 1. how to recognize in others the six universal human emotions: happy, sad, anger/mad, surprise, fear, and disgust 2. that recognizing their own feelings helps them understand the feelings of others 3. how to identify these feelings within themselves 4. that talking with a trusted adult is a way of coping with distressing feelings 	<p>Students will be able to:</p> <ol style="list-style-type: none"> a. use physical, verbal, and situational clues in identifying the six universal human emotions: happy, sad, anger/mad, fear, surprise, and disgust b. identify internal and external physical clues that signal personal feelings c. name their feelings when presented with a given situation d. identify supportive adults
<p><u>Assessments</u></p>	
<p>Pre-test: Second Step: A Violence Prevention Program Diagnostic: Other written assessments As a diagnostic tool, this test will assess students' knowledge of the six basic human emotions, their ability to recognize and use anger management techniques, and their understanding of problem-solving strategies. (9.1.4. C.1, D.2, 3)</p> <p>Unit Test: Recognizing Feelings Summative: Written Test Students will distinguish each of the six basic emotions from one another, will recognize that these are common to all cultures, will understand that feelings are acceptable; it is what we do with them that is good or bad, will know that when they share their distressing feelings with a trusted adult, they will feel better. (9.1.4.B.1; C.1; D.2, 3)</p> <p> PrePost-test.docx  Unit 1 Test Recognizing Feelings.docx</p>	
<p>Activities</p>	<p>Activities to Differentiate Instruction</p>
<ul style="list-style-type: none"> • Identifying Feelings of Others: Students identify the feelings of happiness, sadness, and anger from photo 	<ul style="list-style-type: none"> • Gifted students will create a situation context for feelings similar to the game, "Charades".

<p>cards. They will role-play those feelings to situational clues. (9.1.4.B.1, C.1, D.2, F.2)</p> <ul style="list-style-type: none"> • Looking for More Clues: Students use physical and situational clues to identify the feelings of surprise, fear, and disgust. They role-play these feelings, given situational clues. (9.1.4.B.1, C.1, D.2, F.2) • Identifying Our Own Feelings: Students list the physical clues, both internal and external, that show feelings. They select at least one physical clue that fits a given situation. They will recognize that these feelings and clues are universal. (9.1.4.B.1; C.1; D.2, 3; F.2) • Communicating Feelings: Students identify upsetting feelings and supportive adults with whom they could share those feelings. (9.1.4.B.1, C.1, D.2, F.2) 	<ul style="list-style-type: none"> • Modified performance rubric for the more challenged student
<p>Integrated/Cross-Disciplinary Instruction</p>	<p>Resources</p>
<ul style="list-style-type: none"> • Performing Arts: Students role-play feelings in given situational contexts. 	<p><u><i>Committee for Children: Second Step: A Violence Prevention Curriculum</i></u></p> <ul style="list-style-type: none"> • photo cards • parent letters <p>Teacher-made pretest and performance rubric.</p>

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Unit Map 2013-2014

Green Brook Township School District

/ **21st Century Skills Curriculum 1 (D)** / Grade 1 (District Elementary Curriculum)

Wednesday, August 28, 2013, 8:23AM



Unit: Impulse Control and Problem-Solving (Week 22, 4 Weeks)

New Jersey Core Curriculum Standards

2009 CCCS: Standard 9: 21st Century Life and Careers, Grade 4 , 9.1 21st-Century Life & Career Skills

9.1 21st-Century Life & Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

A. Critical Thinking and Problem Solving

- 9.1.4.A.1 Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.
- 9.1.4.A.2 Evaluate available resources that can assist in solving problems.
- 9.1.4.A.5 Apply critical thinking and problem-solving skills in classroom and family settings.

B. Creativity and Innovation

- 9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.

D. Cross-Cultural Understanding and Interpersonal Communication

- 9.1.4.D.2 Express needs, wants, and feelings appropriately in various situations.

F. Accountability, Productivity, and Ethics

- 9.1.4.F.2 Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extra-curricular activities.
- 9.1.4.F.3 Explain the importance of understanding and following rules in family, classroom, and community settings.

Description of Unit

Impulse control and problem-solving are essential skills in helping students achieve social success. In this unit, students will understand that impulsive behavior may lead to serious, undesirable consequences. They will use calming techniques to decrease impulsive, aggressive behavior. They will break down a problem into four specific steps: identifying the problem,

Essential Questions

- What is impulsive behavior?
- How does impulsive behavior affect me and others?
- How can I stop myself from acting impulsively?
- What can I do when I am dealing with a difficult problem?
- How can I solve problems with my friends?

brainstorming solutions, choosing a solution, and evaluating the choice. Ultimately, this unit shows students that they have control in dealing with the difficult behaviors of others by exerting self-control and addressing problems in a methodical, logical, and fair way.

Knowledge	Skills
<p>Students will know. . .</p> <ol style="list-style-type: none"> 1. the definition of impulsive behavior 2. that impulsive behavior is accompanied by feelings of anger, embarrassment, or upset 3. that social skills are used to solve problems 4. the steps used to reduce impulsive behavior 5. how to break a problem down into manageable steps 	<p>Students will be able to. . .</p> <ol style="list-style-type: none"> a. identify impulsive behavior b. identify strong emotion c. list social skills used in problem-solving d. demonstrate and practice calming-down techniques e. list the parts of the problem-solving process: verbalize the problem in a given situation, brainstorm solutions, evaluate solutions for possible consequences, choose a solution from several alternatives, evaluate the choice for feasibility

Assessments

Stop, Calm Down, and Think! Role Play

Formative: Dramatization

Students will role play calming down strategies to given problem scenarios: stop, take three deep breaths, count backwards, and think calming thoughts. (9.1.4.A.5; D.2; F.2)

Problem Solving: Identifying the Problem and Brainstorming Solutions

Formative: Other oral assessments

Students will brainstorm solutions to given problem scenarios. Students will orally volunteer their ideas. (9.1.4.A.1, 5; B.1; D.2)

Choosing, Using, and Evaluating Solutions

Formative: Other oral assessments

Students will evaluate teacher-selected problem scenarios and two possible solutions by addressing four questions:

1. Is the solution safe?
2. How will others feel about it?
3. Is it fair?
4. Will it work?

(9.1.4.A.2,5; D.2; F.3)

Empathy Training, Impulse Control and Problem Solving: Mid-Term

Summative: Benchmark Assessment

Students will identify the six universal emotions, recognize impulsive behavior, and list the steps in problem-solving. (9.1.4 A.1, 2, 5; B.1; D.2; F.3)

 [Empathy Training, Impulse Control, and Problem Solving Mid-Term.docx](#)

Activities	Activities to Differentiate Instruction
<ul style="list-style-type: none"> • Introduction to Impulse Control and Problem-Solving: Students will be able to give an example of an interpersonal problem, will role-play social skills in given situations, will understand social skills as rules to be used for problem-solving. (9.1.4.A.1, 2, 5; D.2; F. 2,3) • Stop, Calm Down, and Think: Students will identify impulsive behaviors and the strong emotions that accompany them. They will demonstrate and practice calming-down techniques in given scenarios. (9.1.4. A.5; D.2) • Identifying the Problem and Generating Solutions: Students will work in small groups to verbalize the problem in a given scenario and brainstorm solutions in writing on poster paper. (9.1.4. A.1, 2, 5; B.1) • Choosing, Using, and Evaluating Solutions: Using the list of possible solutions generated in the previous lesson, students will work in groups to evaluate each choice for its safety, effect on others, fairness to others, and its feasibility. (9.1.4.A.2,5; F.2,3) 	<ul style="list-style-type: none"> • teacher-modeled behavior for role-plays • modified performance rubric • study guides • modified problem scenarios
Integrated/Cross-Disciplinary Instruction	Resources
<ul style="list-style-type: none"> • Performing Arts: student-directed role-plays • Writing: students brainstorm possible solutions to problem scenarios in writing 	<ul style="list-style-type: none"> • Committee for Children's: Second Step, A Violence Prevention Curriculum <ol style="list-style-type: none"> 1. parent letters 2. role-plays 3. photo cards 4. video clips 5. classroom posters

- Teacher-made tests and performance rubric

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Unit Map 2013-2014

Green Brook Township School District

/ **21st Century Skills Curriculum 1 (D)** / Grade 1 (District Elementary Curriculum)

Wednesday, August 28, 2013, 8:24AM



Unit: Anger Management (Week 26, 4 Weeks)

New Jersey Core Curriculum Standards

2009 CCCS: Standard 9: 21st Century Life and Careers, Grade 4 , 9.1 21st-Century Life & Career Skills

9.1 21st-Century Life & Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

A. Critical Thinking and Problem Solving

- 9.1.4.A.1 Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.
- 9.1.4.A.2 Evaluate available resources that can assist in solving problems.
- 9.1.4.A.5 Apply critical thinking and problem-solving skills in classroom and family settings.

B. Creativity and Innovation

- 9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.

D. Cross-Cultural Understanding and Interpersonal Communication

- 9.1.4.D.1 Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience.
- 9.1.4.D.2 Express needs, wants, and feelings appropriately in various situations.

F. Accountability, Productivity, and Ethics

- 9.1.4.F.2 Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extra-curricular activities.
- 9.1.4.F.3 Explain the importance of understanding and following rules in family, classroom, and community settings.

Description of Unit

Anger management is essential in decreasing aggressive behavior. It is also necessary in de-escalating anger, which, if left unchecked, can lead to violence. Students will understand

Essential Questions

- What are anger signs and why are they important?
- How can I calm down when I am angry?
- What is "self-talk", and how can it help me to stay calm?

that anger, as an emotion, is normal; however, it is what one does with anger that can lead to problem-solving or violence.

- How can I stay out of a fight?

The goal of this unit is to help students recognize their anger buttons, to manage angry feelings by practicing relaxation techniques, and to evaluate situations that may lead to violence.

Knowledge	Skills
<p>Students will know. . .</p> <ol style="list-style-type: none"> 1. that angry feelings are acceptable, but that hurting others is not 2. the physical signs of anger and the external events that can trigger them 3. that relaxation techniques can help to reduce angry feelings 4. the definition of self-talk and how it helps to reduce stress in a difficult situation 5. that physical fighting can lead to negative consequences and that problem-solving helps one stay out of fights 	<p>Students will be able to. . .</p> <ol style="list-style-type: none"> a. recognize that anger as a feeling is acceptable, but the actions that accompany anger are either good or bad b. name the physical signs that indicate anger and the external events that trigger anger c. demonstrate relaxation techniques d. use self-talk as a way of reducing stress and as a means of problem- solving e. list the consequences of physical fighting and generate alternatives

Assessments

"I felt angry when _____."

Formative: Visual Arts Project

Students will illustrate a situation that makes them angry. (9.1.4.D.2)

Calming-Down Techniques

Formative: Dramatization

Students will demonstrate relaxation techniques when presented with a stressful situation. These techniques include: taking three deep breaths, counting slowly backward from ten, and thinking calming thoughts. (9.1.4.A.1,2; B.1; D.2; F.2)

Self-Talk

Formative: Dramatization

Students will select from a list of possible phrases several that they can use for self-talk in given scenarios. Students will work in groups to role-play teacher-selected scenarios. (9.1.4.A,1.2.5; B.1; D.2; F.2,3)

Staying Out of a Fight

Summative: Dramatization

Students will role-play all three techniques: deep-breathing, counting backwards, and self-talk when presented with given situations. They will work with a partner to illustrate problem-solving techniques. (9.1.4.A.1,2,5; B.1; D.1,2; F.2,3)

Course Final Exam

Summative: Benchmark Assessment

Students will define key terms and recognize the negative consequences of impulsive behavior and anger that is left unchecked. They will list problem-solving strategies as well as relaxation strategies. (9.1.4. A.1,2,5; D,2; F.3)

 [Benchmark Assessment- Grade 1 Final Exam.docx](#)

Activities	Activities to Differentiate Instruction
<ul style="list-style-type: none"> • Anger Buttons: Students will define "anger buttons" as things that others do to make them feel angry. Students will draw a picture of a situation that made them angry. They will discuss the consequences of submitting to impulsive behavior. (9.1.4.D.2; F.2, 3)) • Calming Down: Students will demonstrate relaxation techniques: taking deep breaths, counting slowly backward, and thinking calming thoughts. They will describe how they feel in response to a given scenario. (9.1.4.D.2; F.2,3) • Self-Talk: Students will define "self-talk" as statements one can say to oneself to stay calm under pressure. They will role-play this strategy in given scenarios. (9.1.4. A.1,2,5; B.1; D.1,2; F.2,3) • Keeping Out of a Fight: Students will outline steps for keeping out of a fight by watching a video clip that will model these strategies. They will role-play the techniques in given scenarios. (9.1.4.A.1, 2, 5; B.1; D.1,2; F.2,3) 	<ul style="list-style-type: none"> • teacher-assisted role-plays • modified performance rubrics • gifted students will create their own scenarios for role-play
Integrated/Cross-Disciplinary Instruction	Resources
<p>Performing Arts: Students will reinforce acting and public speaking skills. They will dramatize the emotion of anger as well as relaxation strategies.</p> <p>Visual Art: Students will draw situations that make them angry.</p>	<ul style="list-style-type: none"> • <u><i>Committtee for Children's Second Step: A Violence Prevention Program</i></u>

Writing: Students will reinforce their writing skills by creating their own scripts for dramatizations.

1. parent letters
2. role-plays
3. photo cards
4. video clips
5. classroom posters

- Teacher-made tests and performance rubrics

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