



## Unit Calendar 2013-2014

Green Brook Township School District

/ **21st Century Skills Curriculum K (D)** / Kindergarten (District Elementary Curriculum)

Wednesday, August 28, 2013, 9:48AM



	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun																																
<b>Unit:</b>	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39			
<u>Empathy Training</u>	■			■			■			■																																
<u>Emotion Management</u>							■			■			■			■																										
<u>Problem-Solving</u>																■			■			■			■																	
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## Unit Map 2013-2014

Green Brook Township School District

**/ 21st Century Skills Curriculum K (D) / Kindergarten (District Elementary Curriculum)**

Wednesday, August 28, 2013, 9:49AM



**Unit:** Empathy Training (Week 1, 12 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.

##### 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.

##### F. Accountability, Productivity, and Ethics

- 9.1.4.F.3 Explain the importance of understanding and following rules in family, classroom, and community settings.

#### Description of Unit

During early childhood, it is essential to develop children's empathy skills. Empathy is a key ingredient in the development of pro-social behaviors and interpersonal problem-solving skills. Children who understand emotions tend to be less aggressive, to be more accepted by peers, and to have better general social

#### Essential Questions

- How can one tell how someone is feeling?
- Why is it important to know how others are feeling?
- How can feelings change?

skills. In this unit, students will learn about emotions, how to identify feelings, and how to express feelings appropriately.

<b>Knowledge</b>	<b>Skills</b>
<p>Students will know that:</p> <ol style="list-style-type: none"> <li>1. there are clues to help one recognize in others the six universal human emotions: happy, sad, anger/mad, surprise, fear, and disgust.</li> <li>2. recognizing their own feelings helps them understand the feelings of others.</li> <li>3. it is important to be able to identify feelings within themselves.</li> <li>4. talking with a trusted adult is a way of coping with distressing feelings.</li> </ol>	<p>Students will be able to:</p> <ol style="list-style-type: none"> <li>a. recognize and name the six universal human emotions.</li> <li>b. identify and list why people share feelings.</li> <li>c. compare and contrast different feelings in different situations.</li> <li>d. distinguish one feeling from another.</li> <li>e. identify trusted adults.</li> </ol>

**Assessments**

**Empathy and Feelings Pre-Assessment**

**Diagnostic: Instructional/Assessment Focus**

Using a series of pictures of people expressing feelings, students will describe the feelings being expressed.

- 9.1.4.B.1
- 9.1.4.C.1
- 9.1.4.D.2
- 9.1.4.F.3

**Paper Bag Role Play**

**Summative: Visual Arts Project**

Students will create puppets of themselves using paper lunch bags. They will act out with a partner the emotions they feel in various situations.

- 9.1.4.A.1
- 9.1.4.B.1
- 9.1.4.C.1
- 9.1.4.F.3

**Music Feelings**

**Formative: Exhibition**

Using a collection of different sounds and songs on a CD, students will identify how they feel after hearing each one. They will compare and contrast their answers with a partner.

- 9.1.4.B.1

- 9.1.4.C.1
- 9.1.4.D.2
- 9.1.4.F.3

**Empathy Quiz**

**Formative: Written Test**

An assessment on empathy, feelings, how to indentify feelings, and where feelings originate.

- 9.1.4.A.2
- 9.1.4.B.1
- 9.1.4.C.1
- 9.1.4.D.2
- 9.1.4.F.3

 Midterm Benchmark

Activities	Activities to Differentiate Instruction
<ul style="list-style-type: none"> <li>• Feelings Drawing: Students draw pictures of themselves expressing feelings of happiness, sadness, and excitement</li> <li>• Impulsive Puppy Reading: Share the story about how to act and listen in class</li> <li>• Feelings Song: <i>Second Step Sing Along Songs</i> reinforces students' understanding of different feelings</li> <li>• Identifying Feelings: Observe pictures of children expressing feelings and analyze the feelings each picture represents; identify the facial or physical gestures that signify those feelings.</li> <li>• Think, Pair, Share: Student partners draw pictures depicting a feeling and use situational clues to identify the feelings each picture shows.</li> <li>• Silent Feelings Game: Students act out how they would feel in certain situations and how they would show those feelings.</li> <li>• Feelings Circle: Students share their feelings.</li> <li>• Feelings Past and Present: Read aloud short stories about how and why feelings change.</li> <li>• <i>Simon Says</i> Feelings Game: A practice game to improve listening skills and to display feelings through appropriate physical actions.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be rewarded for labeling their feelings instead of acting them out. Students will practice "I Feel" statements with a partner.</li> <li>• Accelerated students will be able to give examples of feelings from real-life experiences.</li> <li>• Students, who are uncomfortable sharing feelings with peers, will share feelings with supportive adults.</li> </ul>

- Attitude Assessment: Students will listen to scenarios and move to designated areas to identify how they feel about each example.
- Accidents, Accidents!: A role-play situation in which students will model an accident scenario and the appropriate way to react.
- I Care and I Help: A series of situations in which students will identify ways to show that they care and want to help their peers through role-play or drawing a picture.

<b>Integrated/Cross-Disciplinary Instruction</b>	<b>Resources</b>
<ul style="list-style-type: none"> <li>• Social Studies connection: Students view video clips of famous individuals and identify what feelings they are conveying.</li> <li>• Language Arts and Visual Arts connections: Students draw images that they associate with various feelings and explain their drawings.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Second Step</i> Workbook</li> <li>• <i>Second Step</i> Unit Cards</li> <li>• "Impulsive Puppy" &amp; "Be Calm Bunny" Handouts</li> <li>• CD: "Second Step Sing Along"</li> <li>• Take-home parent letter</li> <li>• Paper lunch bags</li> </ul>

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## Unit Map 2013-2014

Green Brook Township School District

/ **21st Century Skills Curriculum K (D)** / Kindergarten (District Elementary Curriculum)

Wednesday, August 28, 2013, 9:50AM



### Unit: Emotion Management (Week 13, 10 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.

##### 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.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.3 Explain the importance of understanding and following rules in family, classroom, and community settings.

#### Description of Unit

The students will learn skills for managing strong emotions, such as frustration, excitement, disappointment, and

#### Essential Questions

- Why do people have strong feelings?

anger. They will learn strategies to help them "calm down" in emotional situations. Students will learn how to be a member of a social group and how to interact with peers while controlling strong emotions.

- How can I calm down?
- How can strong emotions be expressed appropriately?

<b>Knowledge</b>	<b>Skills</b>
<p>The students will know that:</p> <ol style="list-style-type: none"> <li>1. identifying strong feelings and understanding their impact in different situations are important life skills.</li> <li>2. there are specific strategies one can use to help manage strong emotions and calm down.</li> <li>2. key vocabulary for the unit includes: emotions, calm down, tense, anger, and disappointed.</li> </ol>	<p>The students will be able to:</p> <ol style="list-style-type: none"> <li>a. compare and contrast different methods of calming down.</li> <li>b. define strong feelings and describe how to identify them.</li> <li>c. identify strategies for managing anger.</li> <li>d. identify from where anger originates.</li> <li>e. describe how to positively redirect feelings.</li> <li>f. list at least three ways to calm down.</li> </ol>

**Assessments**

**Feelings/Emotion Management Pre-Test**

**Diagnostic: Instructional/Assessment Focus**

After viewing a picture book with drawings/photographs of different strong emotions, students will identify each emotion and will explain why the individuals may be expressing it.

- 9.1.4.A.1
- 9.1.4.A.2
- 9.1.4.A.5
- 9.1.4.B.1
- 9.1.4.C.1
- 9.1.4.D.1
- 9.1.4.D.2
- 9.1.4.F.3

**Calming Down Role-Play**

**Summative: Dramatization**

In small groups, role-play an emotional situation and demonstrate strategies for calming down.

- 9.1.4.A.1
- 9.1.4.A.5
- 9.1.4.B.1
- 9.1.4.C.1
- 9.1.4.D.1

**Waiting List**

**Summative: Visual Arts Project**

In small groups, students will brainstorm and draw activities on butcher paper that they can engage in while they wait for a turn.

- 9.1.4.A.2
- 9.1.4.B.1
- 9.1.4.C.1
- 9.1.4.D.2

**Emotion Management Picture Test**

**Formative: Other visual assessments**

Students will view drawings/pictures of different emotions and correctly identify each feeling.

- 9.1.4.A.1
- 9.1.4.A.2
- 9.1.4.A.5
- 9.1.4.B.1
- 9.1.4.C.1
- 9.1.4.D.1
- 9.1.4.D.2
- 9.1.4.F.3

**Activities**

- "Impulsive Puppy" and "Slow Down Snail": A story about how emotions can have physical manifestations. Students will listen to the story and describe how they feel and why.
- Strong Emotions Game: A teacher-made board game in which students will respond to prompts to move across the board.
- Student Strategies: Students will compile a list of three ways to calm down.
- Calming Down Handout: A worksheet describing six different ways to calm down.
- Calming Down Picture Prompts: Pictures of children using calm-down techniques. Students will identify the strategy each is using and why the person might need to calm down.
- Calm Down Pictures: Students will draw something that helps them calm down.

**Activities to Differentiate Instruction**

- Students draw pictures of "Impulsive Puppy" and "Slow Down Snail" to help demonstrate strong emotions.
- Students practice good calming-down behaviors and are rewarded with "Heart" stickers. Children set a goal to get as many heart stickers as possible.
- Students receive individual counseling to build strategies/techniques to calm down.
- Play *Anger Song* during free time.

- Waiting Sheets: Students will create waiting sheets for different parts of the room to help them recall the skill of waiting for an area or activity.
- The Waiting Game Reading: A short story about waiting and how to wait appropriately.
- Disappointed Role Play: In a large circle, students will be given prompts about disappointment. They will share their ideas about how to handle dissatisfaction.
- The Anger Song: A lyric sheet and CD that helps students understand the origin of anger and ways to handle anger.
- Anger Skit: A role-play in which students learn about "tense" and "relaxed" through simulation using cooked and uncooked spaghetti.
- Anger Body Outlines: With a partner, students outline their bodies and draw angry faces on their bodies. They write or draw what makes them angry.

<b>Integrated/Cross-Disciplinary Instruction</b>	<b>Resources</b>
<ul style="list-style-type: none"> <li>• Language Arts connection: Students list descriptive words that relate to strong feelings.</li> <li>• Social Studies connection: Students role-play being the president and using calm-down strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Second Step</i> Workbook</li> <li>• <i>Second Step</i> Unit Cards</li> <li>• "Impulsive Puppy" &amp; "Be Calm Bunny" Handouts</li> <li>• CD: "Second Step Sing Along"</li> <li>• Teacher-created handouts, activities, and lessons</li> <li>• Butcher paper and index cards</li> </ul>

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## Unit Map 2013-2014

Green Brook Township School District

**/ 21st Century Skills Curriculum K (D) / Kindergarten (District Elementary Curriculum)**

Wednesday, August 28, 2013, 9:50AM



**Unit:** Problem-Solving (Week 23, 9 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.

##### 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.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.3 Explain the importance of understanding and following rules in family, classroom, and community settings.

Description of Unit	Essential Questions
	<ul style="list-style-type: none"> <li>• Why is it important to make friends?</li> </ul>

In this unit, students will learn how to make friends. They will learn to use a three-step problem-solving model. Students will use the model to resolve conflicts with friends/peers.

- How can anger ruin friendships?
- What is the best way to make a friendship?
- Why is it important to solve problems?

<b>Knowledge</b>	<b>Skills</b>
<p>Students will know that:</p> <ol style="list-style-type: none"> <li>1. social skills are used to solve problems.</li> <li>2. there are steps one can take to reduce impulsive behavior.</li> <li>3. solutions are attainable when a problem is broken down into manageable steps.</li> </ol>	<p>Students will be able to:</p> <ol style="list-style-type: none"> <li>a. "read" a social situation and identify problems.</li> <li>b. identify pro-social goals for interactions.</li> <li>c. generate and rate lists of solutions to solve problems.</li> <li>d. select solutions that will best meet the needs of social goals.</li> </ol>

**Assessments**

**Problem-Solving Situations Pre-Assessment**

**Diagnostic: Instructional/Assessment Focus**

Through a series of scenarios, students will provide ideas to solve the issues peacefully.

- 9.1.4.A.1
- 9.1.4.A.2
- 9.1.4.A.5
- 9.1.4.B.1
- 9.1.4.C.1
- 9.1.4.D.1

**"Fair Ways to Play" Song**

**Formative: Self Assessment**

Using a toy prop with a partner, students will mime the actions described in the song to illustrate fair play, trading, and taking turns.

- 9.1.4.A.1
- 9.1.4.A.2
- 9.1.4.A.5
- 9.1.4.B.1
- 9.1.4.C.1
- 9.1.4.D.1
- 9.1.4.D.2
- 9.1.4.F.3

**Inappropriate Actions**

**Summative: Other visual assessments**

Students draw inappropriate actions between friends. They describe their illustration and provide explanations as to why friends treat each other innappropriately at times.

- 9.1.4.A.1
- 9.1.4.A.5
- 9.1.4.C.1
- 9.1.4.D.2

**"Be Calm Bunny", "Slow Down Snail", and "Impulsive Puppy" Story Book**

**Summative: Student Portfolio**

In a class-created storybook, students use characters to show the techniques for problem-solving.

- 9.1.4.A.1
- 9.1.4.A.2
- 9.1.4.A.5
- 9.1.4.B.1
- 9.1.4.C.1
- 9.1.4.D.2

**Problem-Solving Quiz**

**Summative: Written Test**

A performance assessment in which students identify the steps to solve conflicts between friends.

- 9.1.4.A.1
- 9.1.4.A.2
- 9.1.4.A.5
- 9.1.4.B.1
- 9.1.4.C.1
- 9.1.4.D.1
- 9.1.4.D.2
- 9.1.4.F.3

**21st Century Benchmark Final**

**Summative: Benchmark Assessment**

A benchmark assessment on empathy, emotions management, and problem-solving.

- 9.1.4.A.1
- 9.1.4.A.2
- 9.1.4.A.5
- 9.1.4.B.1
- 9.1.4.C.1
- 9.1.4.D.1
- 9.1.4.D.2
- 9.1.4.F.3

 Final Benchmark

<b>Activities</b>	<b>Activities to Differentiate Instruction</b>
<ul style="list-style-type: none"> <li>• Problem-Solving Rap: Students listen to the words and sing along with the song to help them understand why solving problems is important.</li> <li>• "Penny's Problems" Cards: Students organize the appropriate way to handle a problem by placing the cards in the correct order.</li> <li>• Row, Row Rounds: Students will sing "Row, Row, Row Your Boat" in rounds to learn about distractions.</li> <li>• Problem-Solving Steps: A handout that describes ways to solve problems.</li> <li>• Pretend and Practice: In small groups, students take turns trying to distract each other. Students practice methods of handling distractions.</li> <li>• Interrupting Story: A picture story about interrupting and how to cope with it.</li> <li>• "Excuse Me" Game: Students take turns using polite terms, such as "Excuse Me", to interrupt politely during a conversation.</li> <li>• Fair Play Role-Play: Students listen to a fair play situation and identify the steps to resolve a problem between friends.</li> <li>• "I-Message" Video: A video activity in which students practice "I-Messages" during the pauses to express to friends how they feel in a positive way.</li> <li>• We Answer To... Poster: A class-created poster in which students write the specific names they wish to be called.</li> <li>• Having Fun Story and Discussion: A photo and story about having fun with friends.</li> <li>• Joining In Rhyme: A poem about how to get involved in activities with others.</li> <li>• Class Performance: Small groups will recite songs and rhymes learned throughout the year for a parent showcase.</li> </ul>	<ul style="list-style-type: none"> <li>• More advanced students will be challenged to describe times in their lives when problems occurred and what they did to solve them.</li> <li>• Visual learners may draw the problem-solving techniques and place them around the room for others to view.</li> <li>• A color chart will be used to reinforce positive behavior relative to following directions and playing fairly.</li> </ul>

### Integrated/Cross-Disciplinary Instruction

- Music connection: Students dance, clap, or move with the song.
- Language Arts connection: Students develop a word web to describe friendships.

### Resources

- *Second Step* Workbook
- *Second Step* Unit Cards
- "Impulsive Puppy" & "Be Calm Bunny" Handouts
- CD: "Second Step Sing Along"
- Teacher-created handouts, activities, and lessons
- Take-home handouts to parents

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