



Unit Calendar 2013-2014

Green Brook Township School District

/ **21st Century Skills Curriculum 2 (D)** / Grade 2 (District Elementary Curriculum)

Wednesday, August 28, 2013, 8:27AM

Green Brook Township
Public Schools

	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun																															
Unit:	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		
Empathy Training																																									
Impulse Control and Problem-Solving																																									
Anger Management																																									
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Unit Map 2013-2014

Green Brook Township School District

/ **21st Century Skills Curriculum 2 (D)** / Grade 2 (District Elementary Curriculum)

Wednesday, August 28, 2013, 8:28AM

Green Brook Township
Public Schools

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

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.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.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

Essential Questions

The goal of empathy training is to develop positive social behaviors and interpersonal problem-solving skills. Students who understand their emotions tend to be less aggressive and better accepted by their peers.

In this unit, students will apply their understanding of the six basic emotions to more subtle social situations: identifying the changing personal preferences of others, understanding that their own actions have an effect on others, interpreting the intentions of others, and applying fairness to problem-solving situations.

- Can my friends and I have differences and still be friends?
- How do my actions have an effect on others?
- What are assumptions and how do they affect how I feel about the actions of others?
- Why is fairness important in problem-solving?

Knowledge	Skills
<p>Students will know. . .</p> <ol style="list-style-type: none"> 1. that people's preferences vary and can change over time 2. that their actions have an effect on the feelings of others 3. the importance of refraining from making assumptions about peer's intentions 4. that fairness is important in problem-solving because it ensures equality in sharing objects during play 	<p>Students will be able to. . .</p> <ol style="list-style-type: none"> a. list their own preferences in given situations and compare theirs with those of a partner b. distinguish cause and effect in given actions c. list alternative explanations for why a social situation occurred and recognize that not all actions are motivated by hostility d. distinguish an apology from an amend e. verbalize a fair solution to a given problem
<p><u>Assessments</u></p> <p>Preferences Formative: Other oral assessments Students will respond orally to a series of situations presented by the teacher which illustrate differences in preferences. (9.1.4.A.5; B.1; C.1; D.2)</p> <p>Cause and Effect Formative: Other oral assessments Students will be presented with statements illustrating an action (cause); students will be asked to respond with an appropriate feeling (effect). (9.1.4.A.5; B.1; C.1; D.1.2)</p> <p>Intentions Formative: Dramatization Students will role-play situations that focus on "accidental" cause versus "purposeful" cause. (9.1.4.A.1,5; B.1; C.1; D.1, 2; F.2, 3)</p>	

Fairness**Formative: Oral Report**

Students will work in groups to problem-solve using compromise as a way of ensuring that each person in the conflict is treated fairly. Groups will share their strategies in an oral report to the class. (9.1.4.A.1, 5; B.1; C.1; D.2, 3; F.2)

 [Pre-Post test.docx](#)

Activities

- Preferences: Through the use of a photo card as a model, the teacher will present students with given situations in which students will respond with their personal preferences. They will see that their preferences differ from others and can change over time. They will create a bar graph to compare students' favorite colors. (9.1.4.A.5; B.1; C.1; D.2)
- Cause and Effect: Using a photo card, the teacher will describe the actions of one child and how that action caused feelings on the part of the other. Using this as a model, the teacher will present the class with sentence starters (the cause) and ask students to respond with their feelings (the effect). Students will draw a picture to illustrate a time when another's actions (the cause) led to hurtful feelings (the effect). (9.1.4.A.5; B.1; D.1,2)
- Intentions: Students will role-play situations where the focus is to dramatize "accidental" cause. The teacher will use a photo card as the model for the purpose. (9.1.4.A.1,5; B.1; C.1; D.1,2; F.2,3)
- Fairness: Students will work in groups on given situations in which they must problem-solve using compromise, so that each character in the situation is treated fairly. (9.1.4.A.1,5; B.1; C.1; D.1, 2; F.3)

Activities to Differentiate Instruction

- The more advanced student will design challenging social situations to role-play.
- The teacher will assist the challenged student by taking a more directive role in problem-solving.

Integrated/Cross-Disciplinary Instruction

- Math: bar graph to illustrate students' favorite color preferences

Resources

[Committee for Children's Second Step: A Violence Prevention Curriculum](#)

- photo cards

<ul style="list-style-type: none"> • Visual arts: draw a picture to illustrate how another's actions had an effect on their feelings • Performing arts: role-play "accidental" cause in troublesome situations 	<ul style="list-style-type: none"> • parent letters <p>Teacher-made assessments (pre-test).</p>
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Unit Map 2013-2014

Green Brook Township School District

/ **21st Century Skills Curriculum 2 (D)** / Grade 2 (District Elementary Curriculum)

Wednesday, August 28, 2013, 8:29AM

Green Brook Township
Public Schools

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.

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.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

Essential Questions

In this unit, students will review the steps for calming down and impulse control, such as deep breathing, counting slowly backwards, and self-talk. They will apply problem-solving strategies to social situations, such as joining a group, playing a game with others, and apologizing. This type of behavioral skills training breaks down a problem into five small steps: stating the problem, brainstorming solutions, evaluating each solution, choosing one solution, and seeing if the chosen solution works. Students will understand that by using these strategies, they will solve interpersonal conflicts peacefully and fairly.

- What are the consequences of impulsive behavior?
- Why is it important for me to wait patiently before joining a group?
- What are some of the skills necessary for playing a game so that all are treated fairly?
- What is the difference between making an apology and making an amend, and why are these behaviors important?

Knowledge	Skills
<p>Students will know. . .</p> <ol style="list-style-type: none"> 1. that calming-down techniques reduce impulsive behavior 2. that problem-solving strategies can be applied to interpersonal problems 3. that joining a group requires waiting for the right moment and making a respectful request 4. that playing a game requires setting rules, choosing sides, deciding who starts, taking turns, following the rules, and gracefully accepting winning or losing 5. that apologizing and offering to make amends help us to get along with others 	<p>Students will be able to. . .</p> <ol style="list-style-type: none"> a. demonstrate calming-down techniques (deep breathing, counting slowly, and self-talk) and problem-solving strategies (stating the problem, brainstorming solutions, evaluating each solution, choosing one solution, and seeing if the chosen solution works) b. role-play a request to join an activity c. list the skills necessary for playing a game so that all are treated fairly d. distinguish an apology from an amend
<p><u>Assessments</u></p> <p>Calming Down and Problem Solving Diagnostic: Dramatization Students will demonstrate through role-play calming-down techniques: deep breathing, counting slowly, and self-talk; as well as problem-solving strategies: stating the problem, brainstorming solutions, evaluating the solutions, choosing one solution, and seeing if the chosen solution works. (9.1.4.A.1,2,5; B.1; C.1; D.1,2; F.2,3)</p> <p>Joining a Group Formative: Dramatization Students will demonstrate impulse control and problem-solving techniques for joining a group. They will show that it is necessary to wait for the right time and to make a polite request. Students will role-play how to behave if the group refuses to have them join. (9.1.4.A.1,2, 5; B.1; C.1; D.1,2; F.2,3)</p> <p>Playing a Game</p>	

Formative: Self Assessment

Students will evaluate their own behavior according to game rules, playing fairly, and sportsmanship when playing a group game. (9.1.4.A.1,2,5; B.1; C.1; D.1,2; F.2,3)

Empathy Training, Impulse Control, and Problem Solving: Mid-Term**Summative: Benchmark Assessment**

Students will define key terms: preference, intentions, cause and effect, apology, amend, sportsmanship, and impulsive. They will be able to list calming-down techniques and problem-solving strategies. They will be able to identify steps for joining a group and for making an apology. They will identify the behaviors necessary for playing a game fairly and the need to win or lose gracefully. (9.1.4.A.1,5; D.1,2; F.3)

 [Mid-term Benchmark.docx](#)

Activities	Activities to Differentiate Instruction
<ul style="list-style-type: none"> • Review of Impulse Control and Problem-Solving Strategies: Using a video clip as a model, students will role-play situations where they must use calming-down techniques and problem-solving strategies. (9.1.4.A.1,2,5; B.1; C.1; D.1,2; F.2,3) • Joining a Group: Students will role-play the skill steps involved in joining a group: waiting for the right moment and making a respectful request. They will also problem-solve a refusal from the group. (9.1.4.A.1,2,5; B.1; C.1; D.1,2; F.2,3) • Playing a Game: Students will play a game together and will evaluate the success of the game according to the following criteria: setting clear, fair rules; deciding who starts; how to take turns; following the rules; and gracefully winning or losing. (9.1.4.A.1,2,5; B.1; C.1; D.1,2; F.2,3) • Apologizing: Given role-play scenarios, students will demonstrate the following steps: admit what happened (accepting responsibility), saying "I'm sorry" (making an apology), and offer to make things better (offering an amend). (9.1.4.A.1,2,5; B.1; C.1; D.1,2; F.2,3) 	<ul style="list-style-type: none"> • more advanced students: student-led design for role-plays or group games • challenged students: teacher will model appropriate behaviors and provide a more directive approach • study guides • modified tests
Integrated/Cross-Disciplinary Instruction	Resources

- Performing Arts: role-plays reinforce acting skills
- Physical Education: game-playing skills reinforce sportsmanship
- Writing: Student-designed role-plays and/or homework assignments that connect at-home experiences with problem-solving techniques reinforce writing skills.

Committee for Children's: Second Step: A Violence Prevention Program

- photo cards
- video clips
- take-home letters
- handouts for homework
- posters: "Calming Yourself Down" and "How to Solve Problems"

Teacher-made study guides, tests, and performance rubrics

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Unit Map 2013-2014

Green Brook Township School District

/ **21st Century Skills Curriculum 2 (D)** / Grade 2 (District Elementary Curriculum)

Wednesday, August 28, 2013, 8:29AM

Green Brook Township
Public Schools

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.

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.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

Essential Questions

In this unit, students will understand that anger, as an emotion, is normal. It is the behavior as the product of anger that is either good or bad, right or wrong. Frequently, anger is a part of aggressive behavior and acts of violence. Anger-management techniques help students break or reverse the cycle of anger escalation; and therefore, lead to problem-solving or peaceful resolution to conflict. Students will review: recognizing anger triggers, physical reactions to anger, and calming-down strategies. They will apply anger-management techniques to social situations, such as dealing with criticism, being left out, and accepting consequences for their actions.

- How can I recognize angry feelings?
- What is criticism, and how can I deal with it?
- What can I do when I am feeling left out?
- How are consequences and responsible behavior related?

Knowledge	Skills
<p>Students will know. . .</p> <ol style="list-style-type: none"> 1. the physical signs that accompany angry feelings 2. that anger buttons are social situations that trigger an angry response 3. that dealing with criticism requires taking responsibility for one's actions 4. that being left out demands emotion management and using a problem-solving strategy 5. that consequences are the result of one's behavior 	<p>Students will be able to. . .</p> <ol style="list-style-type: none"> a. describe the physical signs of anger b. define and name anger buttons c. demonstrate calming-down strategies d. practice coping skills for dealing with criticism e. generate solutions for successfully joining in an activity with others f. explain that actions have consequences g. apply anger-management strategies for coping with negative consequences
<p><u>Assessments</u></p> <p>Anger Triggers and Calm Down Techniques Formative: Dramatization Students will create puppet plays to demonstrate calm-down strategies to given anger triggers. (9.1.4.A.1, 5; B.1; C.1; D.1, 2; F.2)</p> <p>Dealing with Criticism Formative: Dramatization Students will role-play their response to criticism that is appropriate or constructive, as well as to criticism that is untrue or ill-founded. Students will be evaluated on their use of calm-down techniques and appropriateness of verbal responses. (9.1.4.A.1,5; B.1; C.1; D.1,2; F.2)</p> <p>Dealing with Being Left Out Formative: Dramatization</p>	

Students will be evaluated on their knowledge of problem-solving strategies in given situations where they are being left out. (9.1.4.A.1,5; B.1; C.1; D.1,2; F.2)

Dealing with Consequences

Formative: Visual Arts Project

Students will create an illustration of a time when they received a consequence for an action and will write a behavioral response to the given situation; they will be assessed for their knowledge of emotion control and problem-solving strategies. (9.1.4. A.1, 5; D.2; F.3)

End-of-Course Exam

Summative: Benchmark Assessment

Students will be able to identify feelings, understand that all feelings are acceptable, and distinguish that actions related to those feelings are either good or bad. They will outline steps to problem-solving and emotion control. They will list anger-management strategies. They will understand that problem-solving and anger-management are necessary when dealing with being left out, accepting criticism, and dealing with the consequences for their actions. (9.1.4. A.1,5; D.2; F.3)

 [Final Exam Benchmark.docx](#)

Activities	Activities to Differentiate Instruction
<ul style="list-style-type: none"> • Anger Buttons and Calm-Down Strategies: Using a video clip as a model, students will create self-talk scripts for puppet plays given specific scenarios. (9.1.4. A.1,5; B.1; C.1; D.1,2; F.2) • Dealing with Criticism: Using a picture and teacher demonstration as a model, students will role-play positive reactions to criticism, both constructive and untrue. (9.1.4.A.1,2; B.1; C.1; D.1,2; F.2) • Dealing with Being Left Out: Given a photo card as a model, students will review problem-solving strategies and will role-play situations where they are being left out. (9.1.4. A.1,5; B.1; C.1; D.1,2; F.2) • Dealing with Consequences: Students will illustrate situations where they have acted irresponsibly and will write a brief description of how they would deal with the consequences. (9.1.4.A.1, 5; D.2; F.3) 	<ul style="list-style-type: none"> • Students will express their creative strengths in a variety of ways given the activities in this unit: writing, illustrating, and performing • study guides • modified tests • modified performance rubric
Integrated/Cross-Disciplinary Instruction	Resources

<ul style="list-style-type: none"> • Performing Arts: Students will reinforce their acting skills through puppet plays and role-plays of problem-solving and cool-down strategies. • Writing: Students will reinforce their writing skills by creating puppet play scripts. • Visual Arts: Students will reinforce their drawing skills by illustrating situations that lead to consequences. 	<p><u><i>Committee for Children's Second Step: A Violence Prevention Curriculum</i></u></p> <ul style="list-style-type: none"> • photo cards • posters • handouts for homework • videos • take-home letters <p>Teacher-made tests and rubrics</p>
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