

Unit 8: Self-Awareness Copied from: 1. Guidance K-6, Copied on: 02/21/22

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Unit 8: Self-Awareness

Department of Curriculum and Instruction



Belleville Public Schools

Curriculum Guide

K-6 School Guidance

Unit 8: Self-Awareness

Belleville Board of Education

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Unit Overview

Unit 8 covers three topics:

- Peer support
- Understanding your strengths and limitations
- Reflection of the character education word-of-the-month and related quotes

Enduring Understanding

Definition: Self-Awareness

Self-Awareness is recognizing your own thoughts and feelings and their influence on your behavior.

Definition of character education word-of-the-month: Positive Attitude

Positive Attitude is approaching tasks and challenges with positive thoughts.

Essential Questions

- How should you treat people who are unfair to you?
- What are strategies to keep a positive attitude?
- How do thoughts and feelings affect our behaviors?

Exit Skills

By the end of Unit 8, students will be able to:

- Understand how thoughts and feelings affect behavior
- Reflect on their own thoughts, feelings, and behavior
- Understand the meaning of positive attitude

New Jersey Student Learning Standards (NJSL)

[New Jersey School Counselor Association Framework](#)

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|-----------------|--|
| PERS.K-12.1.1 | Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being |
| PERS.K-12.1.3 | Sense of belonging in the school environment |
| PERS.K-12.1.6 | Positive attitude toward work and learning |
| PERS.K-12.2.A.4 | Apply self-motivation and self-direction to learning |
| PERS.K-12.2.B.7 | Demonstrate effective coping skills when faced with a problem |

Interdisciplinary Connections

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|----------------|--|
| CAEP.9.2.4.A.1 | Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals. |
| CAEP.9.2.4.A.4 | Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success. |
| CAEP.9.2.8.B.3 | Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career. |

Learning Objectives

Students can:

- Respect alternative points of view
- Recognize and understand one's own thoughts and feelings
- Demonstrate self-awareness

Suggested Activities & Best Practices

School counselors will conduct age appropriate lessons and activities each month for assigned grade levels. Lessons will be based on monthly themes and the character education word-of-the-month.

Assessment Evidence - Checking for Understanding (CFU)

- Compare / Contrast
- Exit Tickets
- Higher-order Questioning / Rich Discussion
- Illustration
- Journals
- Learning Center Activities
- Pre-tests and Post-tests
- Questionnaires
- Quick Write
- Self-assessments
- Surveys
- Teacher Observation Checklist
- Turn-and-Talk / Share-out
- WIK / WINK

Primary Resources & Materials

- District Policies
- NJ School Counselor Association Resources
- Student / Parent Handbook
- Teacher-created Curriculum

Ancillary Resources

Consider www.bccls.org to borrow books from cooperating libraries; requested books are sent to your local library

Anchor Texts for this Unit:

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- Read-aloud Stories

- Teacher-created Handouts

Technology Infusion

- Google Classroom
- SMART Board Tech

Alignment to 21st Century Skills & Technology

| | |
|------------------|--|
| TECH.8.1.5.A | Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations. |
| TECH.8.1.5.A.CS1 | Understand and use technology systems |
| TECH.8.1.5.B.CS1 | Apply existing knowledge to generate new ideas, products, or processes. |
| TECH.8.1.5.B.CS2 | Create original works as a means of personal or group expression. |

21st Century Skills/Interdisciplinary Themes

- Civic Literacy
- Creativity and Innovation
- Critical thinking and Problem-solving
- Cultural Awareness
- Health Literacy
- ICT (Information, Communications and Technology) Literacy
- Life and Career Skills
- Media Literacy

Differentiation

- Small-group instruction
- Centers-based instruction
- Multisensory approaches
- Problem-based learning
- Goal-setting with students
- Tiered open-ended activities

Special Education Learning (IEP's & 504's)

Use the [Pacer Center Action Information Sheet](#) for research-based ideas on accommodations and modifications

- Allow for open-note/open-book assessments
- Check classwork frequently for understanding
- Conduct preview of content, concepts, and vocabulary
- Consider behavior management plan
- Implement accommodations/modifications as dictated in the student's IEP/504 plan
- Modified test content/format
- Modified written assignments
- Multi-sensory presentation
- Pre-annotate text
- Preferential seating
- Promote pair work
- Provide extended time on various assignments
- Provide printed/online copies of lesson notes
- Secure attention before providing instruction/directions
- Use assistive technology

English Language Learning (ELL)

- Allow for multiple student revisions
- Allow for open-note / open-book assessments
- Allow multiple forms of student products (projects, models, slide-shows, etc.) to demonstrate student learning
- Ask and give information using key words
- Demonstrate listening comprehension by responding to questions
- Develop basic sight vocabulary
- Differentiate assessments to reflect selected objectives
- Express ideas in single words
- Leverage computer spell checker
- Modify reading assignments to correlate with lexile level
- Peer tutoring / Peer note-taking
- Speak using content area vocabulary in context
- Teacher-created Study Guide
- Use prior experiences to understanding meanings
- Use videos, illustrations, pictures, and drawings to explain or clarify

At Risk

- Allow for multiple student revisions
- Allow for open-note / open-book assessments

- Allow multiple forms of student products (projects, models, slide-shows, etc.) to demonstrate student learning
- Allow students to select from given assignment choices
- Differentiate assessments to reflect selected objectives
- Mark students' correct and acceptable work, not the mistakes
- Peer tutoring / Peer note-taking
- Promote student collaboration on in-class / outside class assignments
- Reduce lengthy outside reading assignments
- Teach key aspects of a topic - eliminate non-essential information
- Teacher-created Study Guide
- Use authentic assessments with real-life problem-solving
- Use videos, illustrations, pictures, and drawings to explain or clarify

Talented and Gifted Learning (T&G)

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

Sample Lesson

Unit 8: Self-awareness, Lesson 8-1

Character Education Trait: Positive Attitude

Objective: Students will be able to identify their strengths and limitations

Learning Activity:

K-3: Understand what it means to have a positive attitude

4-6: Understand how attitude affects behavior and benefits of having a positive attitude

Summary/Closure: