

# **Unit 5: Responsible Decision-making Copied from: 1. Guidance K-6, Copied on: 02/21/22**

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## **Unit 5: Responsible Decision-making**

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### **Department of Curriculum and Instruction**



**Belleville Public Schools**

**Curriculum Guide**

## **K-6 School Guidance**

### **Unit 5: Responsible Decision-making**

**Belleville Board of Education**

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## **Unit Overview**

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Unit 5 will cover five topics:

- Decision-making
- Making smart choices
- Being responsible
- Goal-setting
- Reflection of the character education word-of-the-month and related quotes

## **Enduring Understanding**

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### **Definition: Responsible Decision-making**

Responsible decision-making is a process in which making proper choices includes thinking about the positive and negative outcomes of choices presented.

### **Definition of Character Education Word-of-the-Month: Responsibility**

Responsibility is being dependable and making good choices.

## **Essential Questions**

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- How do I accept responsibility for my behaviors?
- Why is it important to look at the negative and positive outcomes when making decisions?
- How do I make good choices?
- How do I use decision-making skills and problem solving skills to reach my academic goals?

- How do I set attainable goals for myself?
- How do I display/demonstrate responsibility?

## **Exit Skills**

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By the end of Unit 5, students will be able to:

- Students will demonstrate decision-making skills and problem solving skills
- Students will identify and utilize strategies for reaching a goal
- Students will be able to accurately identify their strengths and weaknesses
- Students will understand the importance of thinking before making decisions
- Students will understand the meaning of the word responsibility

## **New Jersey Student Learning Standards (NJSL-S)**

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### [New Jersey School Counselor Association Framework](#)

|                 |   |
|-----------------|---|
| PERS.K-12.1.2   | Self-confidence in ability to succeed   |
| PERS.K-12.2.A.1 | Demonstrate critical-thinking skills to make informed decisions               |
| PERS.K-12.2.A.9 | Gather evidence and consider multiple perspectives to make informed decisions |
| PERS.K-12.2.B.1 | Demonstrate ability to assume responsibility                                  |
| PERS.K-12.2.B.4 | Demonstrate ability to delay immediate gratification for long-term rewards    |

## **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**

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Students can:

- Use problem solving and decision-making skills to reach an academic goal
- Students will take responsibility for their actions
- Understand the positive and negative outcomes faced when making decisions and choices

## **Suggested Activities & Best Practices**

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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)**

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- Compare / Contrast
- Do Now
- 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**

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

## **Ancillary Resources**

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Consider [www.bccls.org](http://www.bccls.org) to borrow books from cooperating libraries; requested books are sent to your local library

Anchor Texts for this Unit:

- Franklin Wants a Pet by Paulette Bourgeois
- A Chair for My Mother by Vera Williams

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- Read-aloud Stories
- Teacher-created Handouts

## **Technology Infusion**

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- Google Classroom
- SMART Board Tech

## **Alignment to 21st Century Skills & Technology**

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|                  |  |
|------------------|--|
| 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**

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- 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**

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- 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)**

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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)**

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- 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**

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- 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)**

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- Allow gifted children to create and publish a class newspaper to distribute
- Allow students to work at a faster pace
- Allow students to work at a faster pace
- Complete activities aligned with above grade-level text using Benchmark results
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Involve students in academic contests
- Promote advanced problem-solving
- Set individual goals
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

## **Sample Lesson**

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Unit 5: Responsible Decision-making, Lesson 5-1

Character Education Trait: Responsibility

Objective: Students will identify and use decision-making skills

Learning Activity:

K-3: What does it mean/look like to be responsible?

4-6: Scenarios demonstrating responsible decision-making skills

Summary/Closure: