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

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Unit 1: Self-Management

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

K-6 School Guidance

Unit 1: Self-Management

Belleville Board of Education

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Unit Overview

Unit 1 will cover six topics:

- Adjusting to transitions
- Self-motivation
- Time management
- Organizational skills
- Goal setting
- Reflection of the character education word-of-the-month and related quotes

Enduring Understandings

Definition: Self-management

Self-management is the ability to adjust your emotions, thoughts and behaviors in various settings. It includes self-motivation and goal setting.

Definition of the character education word-of-the-month: Encouragement

Encouragement is giving someone support when they do not feel confident in doing something.

Essential Questions

- How do I identify emotions?
- What are self-management skills?

- How can working together with my peers make me a successful student?
- How do I recognize and accept the impact of individual similarities and differences?
- Is it important to adjust emotions, thoughts, and behaviors in different settings?
- What are some self-motivating skills?
- How do I practice self-management?

Exit Skills

By the end of Unit 1, students will be able to:

- Complete character trait activity of the month
- Understand the meaning of encouragement
- Complete assigned group projects related to the topic
- Utilize skills learned and apply them both academically and socially
- Students will be familiar with the school counselor and referral process

New Jersey Student Learning Standards (NJSLS)

New Jersey School Counselor Association Framework

1.1	Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being
2.A.4	Apply self-motivation and self-direction to learning
2.B.2	Demonstrate self-discipline and self-control

Interdisciplinary Connections

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:

- Review the school policies and procedures
- Understand the role of the school counselor
- Recognize unique traits and positive attributes in self and others

- Identify and understand emotions
- Describe how emotions affect our behavior

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
- 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

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

Ancillary Resources

- 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)

- 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

Unit 1: Self-management, Lesson 1-1

Character Education Trait: Encouragement

Objective: Students will be able to identify and manage emotions.

Learning Activity:

K-3: Identifying emotions

4-6: How emotions affect behaviors

Summary/Closure: