

# Unit 8: Self-Awareness

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## Unit 8: Self-Awareness

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## 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**

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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**

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### **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**

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- 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**

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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)**

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

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**

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Students can:

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

## **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
- 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:

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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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- 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**

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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: