Unit 9: End-of-Year Reflections

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Unit 9: End-of-Year Reflections

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

K-6 School Guidance

Unit 9: End-of-Year Reflections

Belleville Board of Education

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Unit Overview

Unit 9 covers four topics:

- Transitions
- Reflection of school year
- Reflection of the character education word-of-the-month and related quotes
- Summer safety and goal-planning

Enduring Understanding

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

Respect is thinking and acting in a positive way about yourself and others.

Essential Questions

- How have I grown this school year?
- What problem-solving strategies have I learned?
- What are my summer goals?
- How can I respect myself and others?
- Why is respect important?

Exit Skills

By the end of Unit 9, students will be able to:

- Make a list of summer safety strategies
- Students will be able to recognize social and emotional growth throughout the school year and determine next-step goals

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
1.3	Sense of belonging in the school environment
1.5	Belief in using abilities to their fullest to achieve high-quality results and outcomes
2.A.7	Identify long- and short-term academic, career and social/emotional goals
2.A.10	Participate in enrichment and extracurricular activities
2.B.9	Demonstrate personal safety skills
2.B.10	Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities
2.C.3	Create relationships with adults that support success

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:

- Reflect on one's interests and abilities
- Understand the importance of responsibility
- Reflect on personal growth
- Understand the importance of making positive choices

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

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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Technology Infusion

- Google Classroom
- SMART Board Tech

Alignment to 21st Century Skills & Technology

TECH.8.1.2.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations
TECH.8.1.2.B.CS2	Create original works as a means of personal or group expression.
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.

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
- 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 9: End-of-Year Reflection, Lesson 9-1

Character Education Trait: Respect

Objective: Students will be able to reflect upon school year and recognize areas of growth

Learning Activity:

K-6: Reflection activity packet and discussion

Summary/Closure: