

# Unit 4 - Respect & Reflection Self Awareness & Mindset

Content Area: **Template**  
Course(s):  
Time Period: **Full Year**  
Length: **Full Year**  
Status: **Published**

## Unit Overview

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Students will reflect on the different lessons over the course of the year. Students will learn about self awareness and mindset as the year closes out. Students will identify the possible causes of conflict and discuss appropriate ways to prevent and solve conflict. Students will also plan strategies off the knowledge acquired during their SEL classes to prepare for the following year.

## Enduring Understandings

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Identify the conflict and plan strategies to resolve it.  
Be who you are and learn to stay positive

## Essential Questions

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How do we contribute to our school and community in life and online?  
What did we learn?  
Where do we go from here?

## Learning Objectives

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Better express themselves.  
Reflect on their year of growth  
Plan for their upcoming year and challenges they face along with possible solutions.  
Better communicate their feelings

## Standards: Content

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HE.3-5.2.1.5.EH.1	Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors.
HE.3-5.2.1.5.EH.2	Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.

HE.3-5.2.1.5.EH.3	Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).
HE.3-5.2.1.5.EH.4	Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance.
HE.3-5.2.1.5.SSH	Social and Sexual Health
HE.3-5.2.1.5.SSH.3	Demonstrate ways to promote dignity and respect for all people (e.g., sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration).
HE.3-5.2.1.5.SSH.6	Describe the characteristics of healthy versus unhealthy relationships among friends and with family members.
HE.3-5.2.1.5.SSH.7	Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.
HE.3-5.2.1.5.CHSS.3	Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.
HE.6-8.2.1.8.EH.1	Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence).
HE.6-8.2.1.8.EH.2	Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.
HE.6-8.2.1.8.SSH.3	Demonstrate communication skills that will support healthy relationships.
HE.6-8.2.1.8.SSH.4	Compare and contrast the characteristics of healthy and unhealthy relationships.
HE.K-2.2.1.2.EH	Emotional Health
HE.K-2.2.1.2.EH.1	Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.
HE.K-2.2.1.2.EH.2	Identify what it means to be responsible and list personal responsibilities.
HE.K-2.2.1.2.EH.3	Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).
HE.K-2.2.1.2.EH.4	Demonstrate strategies for managing one's own emotions, thoughts and behaviors.
HE.K-2.2.1.2.EH.5	Explain healthy ways of coping with stressful situations.
HE.K-2.2.1.2.SSH.1	Discuss how individuals make their own choices about how to express themselves.
HE.K-2.2.1.2.SSH.2	Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior.
HE.K-2.2.1.2.SSH.5	Identify basic social needs of all people.
HE.K-2.2.1.2.SSH.6	Determine the factors that contribute to healthy relationships.
HE.K-2.2.1.2.CHSS	Community Health Services and Support
HE.K-2.2.1.2.CHSS.5	Identify situations that might result in individuals feeling sad, angry, frustrated, or scared.
HE.K-2.2.1.2.CHSS.6	Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals).  Individuals will benefit from an awareness of coping strategies that can be used when facing difficult situations.  There are different ways that individuals handle stress, and some are healthier than others.  Individuals face a variety of situations that may result in different type of feelings and learning how to talk about their feelings is important.  Resiliency and coping practices influence an individual's ability to respond positively to

everyday challenges and difficult situations.

Every individual has unique skills and qualities, which can include the activities they enjoy such as how they may dress, their mannerisms, things they like to do.

Relationships are influenced by a wide variety of factors, individuals, and behaviors.

All individuals should feel welcome and included regardless of their gender, gender expression, or sexual orientation.

Self-management skills impact an individual's ability to recognize, cope, and express emotions about difficult events.

Many factors influence how we think about ourselves and others.

People have relationships with others in the local community and beyond.

Self-management skills impact an individual's ability to cope with different types of mental, psychological, and emotional situations.

## Standards: Interdisciplinary

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ELA.K-12.1	Developing Responsibility for Learning: Cultivating independence, self-reflection, and responsibility for one's own learning.
ELA.L.SS.7.1	Demonstrate command of the system and structure of the English language when writing or speaking.
ELA.L.SS.6.1	Demonstrate command of the system and structure of the English language when writing or speaking.
ELA.L.SS.8.1	Demonstrate command of the system and structure of the English language when writing or speaking.
ELA.K-12.2	Adapting Communication: Adapting communication in response to the varying demands of audience, task, purpose, and discipline.
ELA.K-12.3	Valuing Evidence in Argumentation: Constructing viable claims and evaluating, defending, challenging, and qualifying the arguments of others.
ELA.L.RF.K.1	Demonstrate understanding of the organization and basic features of print.
ELA.L.RF.1.1	Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
ELA.K-12.4	Building Knowledge: Building strong content knowledge and connecting ideas across disciplines using a variety of text resources and media.
ELA.K-12.5	Leveraging Technology: Employing technology and digital media thoughtfully, strategically and capably to enhance reading, writing, speaking, listening, and language use.
ELA.L.RF.K.1.A	Follow words from left to right, top to bottom, and page by page.
ELA.K-12.6	Understanding Self and Others: Using literacy as a vehicle to affirm all the aspects of one's own identity, as well as understand, connect to and respect other perspectives and cultures.
ELA.L.WF.5.2	Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.
ELA.L.RF.2.4	Read with sufficient accuracy and fluency to support comprehension.
ELA.L.RF.2.4.A	Read grade-level text with purpose and understanding.
ELA.L.RF.2.4.B	Read grade-level text orally with accuracy, appropriate rate, and expression.
ELA.L.WF.4.3	Demonstrate command of the conventions of writing, including those listed under grade

three foundational skills:

ELA.L.WF.4.3.A	Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue.
ELA.RI.CR.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
ELA.RI.CR.6.1	Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
ELA.RI.CR.8.1	Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.
ELA.L.WF.3.3	Demonstrate command of the conventions of writing including those listed under grade two foundational skills.
ELA.L.VL.4.2	Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
ELA.RL.CI.5.2	Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; summarize the text.
ELA.RI.CI.5.2	Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.
ELA.L.KL.3.1.A	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.
ELA.W.AW.7.1	Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.
ELA.W.AW.8.1	Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.
ELA.RL.CR.4.1	Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.
ELA.W.AW.6.1	Write arguments on discipline-specific content (e.g., social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.
ELA.RI.CR.4.1	Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.
ELA.L.WF.2.3	Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.
ELA.RL.CR.3.1	Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers.
ELA.RI.CR.3.1	Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.
ELA.W.AW.5.1.C	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
ELA.SL.PE.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
ELA.SL.PE.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others'

	ideas and expressing their own clearly.
ELA.SL.PE.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
ELA.RL.CR.2.1	Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.
ELA.W.AW.3.1	Write opinion texts to present an idea with reasons and information.
ELA.RI.CR.2.1	Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.
ELA.W.AW.3.1.A	Introduce an opinion clearly.
ELA.RL.CR.K.1	With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
ELA.RI.CR.K.1	With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
ELA.SL.PE.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
ELA.SL.PE.5.1.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
ELA.SL.PE.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
ELA.W.AW.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces on topics or texts (e.g., My favorite book is...).
ELA.W.IW.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas.
ELA.SL.PE.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
ELA.SL.PE.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
ELA.SL.PE.K.1.A	Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
ELA.SL.PE.K.1.B	Continue a conversation through multiple exchanges.
ELA.SL.PE.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
CS.6-8.8.2.8.ITH.1	Explain how the development and use of technology influences economic, political, social, and cultural issues.
WRK.9.2.8.CAP.1	Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.
TECH.9.4.5.IML.1	Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).
TECH.9.4.5.IML.7	Evaluate the degree to which information meets a need including social emotional learning, academic, and social (e.g., 2.2.5. PF.5).

## Assessment Evidence

Formative	Peer interaction, Teacher/Counselor Observation
Summative	Student participation, teacher generated assessments
Alternative & Benchmark	Alternative - Read to the student and chart oral responses, graphic organizers, observations, portfolios of student work, orally administered assessments, Project based-learning. Benchmark – LinkIt Benchmark Assessment, Teacher generated summative assessments
<a href="#">Assessment Evidence Resource</a>	

## Instructional Resources

Laptops/Computers/Smartboards, Kid President’s 25 Reasons To Be Thankful, Bad Case of Stripes by David Shannon, Inside Out: Guessing the feelings, The Yucky Bug by Julia Cook, The Judgmental Flower by Julia Cook, Goldilocks and the Three Bears, I Like Myself by Karen Beaumont, [Instructional Resource List](#)

## Curricular Mandates

*Below are the curricular requirements as defined in NJ Administrative Code and Statute*

Amistad	Diversity, Equity, and Inclusion
Holocaust	LGBT and Disabilities (Grades 6-12)
Climate Change	Asian American & Pacific Islander

## Social Emotional Learning (SEL) Competencies

[NJ Social and Emotional Learning Competencies & Sub-Competencies](#)

X	Self-Awareness	X	Relationship Skills
X	Responsible Decision-Making	X	Social Awareness
X	Self-Management		

## 21st Century Skills & Themes

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Global and Cultural Awareness	Technology Literacy	Planning and Budgeting
Creativity and Innovation	Financial Institutions	Risk Management and Insurance
Information and Media Literacy	Digital Citizenship	Economic and Government Influences
Critical Thinking and Problem Solving	Credit Profile	Career Awareness and Planning
Civic Financial Responsibility	Financial Psychology	