Unit 2 - Positivity & Responsibility, Self Management & Responsible Decision Making

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

Unit Overview

Students will recognize that the decisions they make have an impact on their daily lives. Students will learn self management techniques to guide them in making good decisions that will positively impact their lives. Students will discuss and understand the difference between a conflict, disagreement, bullying, and the responsibility of choice.

Enduring Understandings

Our decisions can have lasting impact on not only our lives but the lives of people around us.
Singling someone out for deliberate and repeated harassment is bullying.
We are responsible for our actions.
Understand and practice strategies for managing one's own emotions, thoughts and behaviors
Recognize the skills needed to establish and achieve personal and educational goals

Essential Questions

How can we promote a positive outlook?
How do we take care of ourselves and our world?
How can we manage our daily lives?
How can we be more responsible in our lives?
How do our decisions impact our lives?
How can we identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals?

Learning Objectives

Make appropriate decision to avoid conflicts.
To take responsibility of their actions.
Understand the different between a conflict, disagreement, and bullying.
Develop, implement and model effective problem solving and critical thinking skills.
Identify the consequences associated with one's actions in order to make constructive choices.
Evaluate personal, ethical, safety and civic impact of decisions.

Standards: Content

2.1.5	Personal and Mental Health
2.1.2	Personal and Mental Health
2.1.5.EH	Emotional Health
2.1.2.EH	Emotional Health
	Many factors influence how we think about ourselves and others.
	Self-management skills impact an individual’s ability to recognize, cope, and express emotions about difficult events.
2.1.5.EH.1	Discuss the impact of one’s feelings and thoughts that lead to healthy and unhealthy behaviors.
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.
2.1.2.EH.2	Identify what it means to be responsible and list personal responsibilities.
2.1.5.EH.2	Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.
2.1.2.EH.3	Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).
	Resiliency and coping practices influence an individual’s ability to respond positively to everyday challenges and difficult situations.
	There are different ways that individuals handle stress, and some are healthier than others.
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).
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.
2.1.2.EH.4	Demonstrate strategies for managing one's own emotions, thoughts and behaviors.
2.1.2.EH.5	Explain healthy ways of coping with stressful situations.
	Inclusive schools and communities are accepting of all people and make them feel welcome and included.
2.1.8.SSH.1	Differentiate between gender identity, gender expression and sexual orientation.
	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.
2.1.2.SSH.1	Discuss how individuals make their own choices about how to express themselves.
2.1.8.SSH.2	Develop a plan for the school to promote dignity and respect for people of all genders, gender identities, gender expressions, and sexual orientations in the school community.
	Relationships are influenced by a wide variety of factors, individuals, and behaviors.
2.1.2.SSH.2	Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior.
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).
2.1.8.SSH.3	Demonstrate communication skills that will support healthy relationships.
2.1.8.SSH.4	Compare and contrast the characteristics of healthy and unhealthy relationships.

	People have relationships with others in the local community and beyond.
	People in healthy relationships share thoughts and feelings, as well as mutual respect.
2.1.5.SSH.6	Describe the characteristics of healthy versus unhealthy relationships among friends and with family members.
2.1.2.SSH.5	Identify basic social needs of all people.
2.1.2.SSH.6	Determine the factors that contribute to healthy relationships.
2.1.5.SSH.7	Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.
	Communication is the basis for strengthening relationships and resolving conflict between people.
2.1.2.SSH.7	Explain healthy ways for friends to express feelings for and to one another.
	Conflicts between people occur, and there are effective ways to resolve them.
2.1.2.SSH.8	Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer).
	Individuals will benefit from an awareness of coping strategies that can be used when facing difficult situations.
2.1.2.SSH.9	Define bullying and teasing and explain why they are wrong and harmful.
2.1.5.CHSS.3	Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.
2.1.2.CHSS	Community Health Services and Support
	Individuals face a variety of situations that may result in different type of feelings and learning how to talk about their feelings is important.
2.1.2.CHSS.5	Identify situations that might result in individuals feeling sad, angry, frustrated, or scared.
2.1.2.CHSS.6	Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals).

Standards: Interdisciplinary

1	Developing Responsibility for Learning: Cultivating independence, self-reflection, and responsibility for one's own learning.
L.SS.7.1	Demonstrate command of the system and structure of the English language when writing or speaking.
L.SS.6.1	Demonstrate command of the system and structure of the English language when writing or speaking.
L.SS.8.1	Demonstrate command of the system and structure of the English language when writing or speaking.
2	Adapting Communication: Adapting communication in response to the varying demands of audience, task, purpose, and discipline.
3	Valuing Evidence in Argumentation: Constructing viable claims and evaluating, defending, challenging, and qualifying the arguments of others.
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.
L.RF.K.1	Demonstrate understanding of the organization and basic features of print.

4	Building Knowledge: Building strong content knowledge and connecting ideas across disciplines using a variety of text resources and media.
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).
5	Leveraging Technology: Employing technology and digital media thoughtfully, strategically and capably to enhance reading, writing, speaking, listening, and language use.
L.RF.K.1.A	Follow words from left to right, top to bottom, and page by page.
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.
L.WF.5.2	Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.
L.RF.2.4	Read with sufficient accuracy and fluency to support comprehension.
L.RF.2.4.A	Read grade-level text with purpose and understanding.
L.RF.2.4.B	Read grade-level text orally with accuracy, appropriate rate, and expression.
L.WF.4.3	Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:
L.WF.4.3.A	Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue.
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.
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.
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.
L.WF.3.3	Demonstrate command of the conventions of writing including those listed under grade two foundational skills.
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.
9.4.5.IML.1	Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).
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.
RI.CI.5.2	Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.
L.KL.3.1.A	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.
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.
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.
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.
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).
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.
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.
L.WF.2.3	Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.
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.
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.
W.AW.5.1.C	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
8.2.8.ITH.1	Explain how the development and use of technology influences economic, political, social, and cultural issues.
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.
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.
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.
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.
W.AW.3.1	Write opinion texts to present an idea with reasons and information.
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.
W.AW.3.1.A	Introduce an opinion clearly.
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).
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).
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.
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.
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.
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…).

W.IW.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas.
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.
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.
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).
SL.PE.K.1.B	Continue a conversation through multiple exchanges.
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.

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
Assessment Evidence Resource	

Instructional Resources

That's What I Am Program, Your Digital Life Program, Bully No More Program, Character Education-Instructional Fair, Learning For Life, Howard B.Wigglebottom and Manners Matters, A Pep Talk from Kid President to You, The Tortoise and the Hare Fairy Tale, The Great Compromise by Julia Cook, A Bug and a Wish by Karen Scheuer, I Can Use An 'I Statement' by Jenelle French, Computers, Laptops, Smartboards,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

X	Global and Cultural Awareness		Technology Literacy		Planning and Budgeting
X	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		