

Subject Area: Advisory/ SEL
Grade Level: K

Bedminster Township School
current

Unit #1: Self Awareness

Dates: September/October
Trait: Trustworthiness/Respect

Pacing Guide
Time Frame: 6-day rotation

Overview

In this unit, students learn how to increase their vocabulary for describing, identifying and expressing feelings

Enduring Understandings

The ability to understand one's own emotions, thoughts, and values and how they influence the behavior of self and others.

Skill and Knowledge Objectives

- Identifying own likes and dislikes
- Identify and label emotions
- Identify people in their families
- Identify what basic needs are
- Discover how our senses help us to learn and grow

Assessments

Pre-Assessment:

- What is a feeling/emotion?
- How many emotions/feelings can you name?

Formative Assessment:

- Learning new names for emotions
- How to recognize non-verbal cues
- How does our body react to certain emotions

Self-Reflection/Self-Assessment:

- How do emotions make me feel?

Summative Assessment:

- Identify more than 5 emotions and relate experiences to the feelings

Benchmarks

- Identify and label 5 different emotions based on facial expression and/or body language mid year (Happy/excited, sad, angry/mad, worried, frustrated, shy, content, curious, embarrassed, shocked, proud, scared)

Resources

- *Mind and Heart by the Proud to be Primary Counselor*
- Casel.org
- [Counselors' Corner Site](#)
- [Lesson 1](#)
- [Lesson 2](#)
- [Lesson 3](#)
- [RethinkEd](#)

Standards

NJ Student Learning Standards for (Content Area and other areas, as applicable):

- 2020 New Jersey Student Learning Standards for Comprehensive Health & Physical Education
 - **Standard 2.1: Personal and Mental Health**

NJ Core Curriculum Content Standards - Technology

- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
 - **B. Creativity and Innovation:** Students demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology.
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 - **D. Digital Citizenship:** Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

Social and Emotional Competencies - activities/topics [optional]

- **Self Awareness:** Identifying emotions, Having an accurate self-perception
- **Self Management:** Impulse control, Stress management
- **Social Awareness:** Perspective taking, Empathy, Appreciating Diversity, Respect for others
- **Relationship Skills:** Communication, Social engagement, Relationship building, Teamwork
- **Responsible decision making:** Identifying problems, Analyzing situations, Solving problems

Unit #1: Self Awareness

<p>Lesson 1: Identifying one's own likes and dislikes</p> <p>Materials:</p> <ul style="list-style-type: none"> • I like it video (RT) <p>Activities:</p> <ol style="list-style-type: none"> 1) Video 2) Discussion 3) Scenarios & Questions 4) About Me Poster 	<p>Lesson 2: Labeling Experiences with Emotions</p> <p>Materials:</p> <ul style="list-style-type: none"> • It's a Feeling (RT) <p>Activities:</p> <ol style="list-style-type: none"> 1) Video 2) Discussion 3) Scenarios & Questions 4) Role Play Game 	<p>Lesson 3: identify the people in their families</p> <p>Materials:</p> <ul style="list-style-type: none"> • My Family (RT) <p>Activities:</p> <ol style="list-style-type: none"> 1) Video 2) Discussion 3) Family Portrait 4) Family Album Project 	<p>Lesson 4: identify their basic needs</p> <p>Materials:</p> <ul style="list-style-type: none"> • What we Need (RT) <p>Activities:</p> <ol style="list-style-type: none"> 1) Video 2) Discussion 3) Scenarios & Questions 4) Picture Sorting Activity 	<p>Lesson 5: understand how their senses help them learn</p> <p>Materials:</p> <ul style="list-style-type: none"> • I'm Growing (RT) <p>Activities:</p> <ol style="list-style-type: none"> 1) Video 2) Discussion 3) Guessing Game 4) Sensory Stations
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Differentiate Instruction, depending on individual student needs (students with an IEP, 504, or Intervention Plan; ELL Students; Students At Risk; Gifted Students) **by:**

Presentation Accommodations

- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts

Response Accommodations

- Dictate answers to a scribe

Setting Accommodations

- Sit where he learns best (for example, near the teacher & away from distractions)
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)

Timing Accommodations

- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

Scheduling Accommodations

- Take more time to complete a project

Organization Skills Accommodations

- Use an alarm to help with time management

Subject Area: Advisory/ S.E.L.
Grade Level: K

Bedminster Township School
current

Unit #2: Self-Management

Dates: November/December
Trait: Respect/Responsibility

Pacing Guide
Time Frame: 6 day rotation

Overview

In this unit, students begin to learn about identifying their emotions and what is necessary to regulate them

Enduring Understandings

- **The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.**

Skill and Knowledge Objectives

- How to self regulate and handle big emotions
- Various ways to calm down and use mindful thinking
- Whole Body Listening Skills
- Following Directions
- Problem Solving
- How to complete non preferred activities

Assessments / Modifications

Pre-Assessment:

- Understand what emotions are and how our body feels
- How to show others that you are ready to listen

Formative Assessment:

- How is my body feeling right now and can I describe it?
- What is a big emotion?
- What methods can I use to calm down?
- What am I good at and what can I work on?

Self-Reflection/Self-Assessment:

- How does my emotional response cause me to act?
- What "tools" do I have to calm down my body?
- Can I use my senses to show my whole body listening?

Summative Assessment:

- Can you name different kinds of breathing?
- Do you know how to move your body to calm down?

- Where are places you can go to calm down?
- Listening to what others have to say or are feeling

Benchmarks

- Students will be able to identify at least 2 breathing techniques for self regulation
- Student will be able to recognize the difference between what they should Think or Say
- Know what senses are included in whole body listening (eyes, ears, mouth, hands/feet)

Resources

- *Mind and Heart by the Proud to be Primary Counselor*
- Casel.org
- <https://sites.google.com/bedminsterschool.org/counselorscorner/home>
- RethinkEd

Standards

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 - **Standard 2.1: Personal and Mental Health**

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 - **B. Creativity and Innovation:** Students demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology.
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 - **D. Digital Citizenship:** Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

Social and Emotional Competencies - activities/topics [optional]

- **Self Awareness:** Identifying emotions, Having an accurate self-perception
- **Self Management:** Impulse control, Stress management
- **Social Awareness:** Perspective taking, Empathy, Appreciating Diversity, Respect for others
- **Relationship Skills:** Communication, Social engagement, Relationship building, Teamwork
- **Responsible decision making:** Identifying problems, Analyzing situations, Solving problems

Unit #2: Self-Management

<p>Lesson 1: Deep Breathing</p> <p>Materials:</p> <ul style="list-style-type: none"> ● Breathe In, Breathe Out (RT) <p>Activities:</p> <ol style="list-style-type: none"> 1) Video 2) Discussion 3) Breathing Practice 4) Role-Play Game 	<p>Lesson 2: Strategies to be Happy</p> <p>Materials:</p> <ul style="list-style-type: none"> ● My Recipe for Happiness (RT) <p>Activities:</p> <ol style="list-style-type: none"> 1) Video 2) Discussion 3) Create & Make 4) Collaboration Activity 	<p>Lesson 3: Following Instructions</p> <p>Materials:</p> <ul style="list-style-type: none"> ● Following Instructions <p>Activities:</p> <ol style="list-style-type: none"> 1) Video 2) Discussion 3) Movement Game 4) Drawing Activity 	<p>Lesson 4: Identify a problem and name it</p> <p>Materials:</p> <ul style="list-style-type: none"> ● Say the Problem! (RT) <p>Activities:</p> <ol style="list-style-type: none"> 1) Video 2) Discussion 3) Scenarios & Questions 4) Pair Discussion 	<p>Lesson 5: State a goal</p> <p>Materials:</p> <ul style="list-style-type: none"> ● Say the Goal! <p>Activities:</p> <ol style="list-style-type: none"> 1) Video 2) Discussion 3) Building Challenge 4) Goal Setting Project
<p>Lesson 6: Complete non-preferred activities</p> <p>Materials:</p> <ul style="list-style-type: none"> ● Get it Done! (RT) <p>Activities:</p> <ol style="list-style-type: none"> 1) Watch video 2) Discussion 3) Scenarios & Questions 4) Create & Make 				

Differentiate Instruction, depending on individual student needs (students with an IEP, 504, or Intervention Plan; ELL Students; Students At Risk; Gifted Students) **by:**

Presentation Accommodations

- Use alternate texts at lower readability level
- Work with fewer items per page or line and/or materials in a larger print size
- Use magnification device, screen reader, or Braille / Nemeth Code
- Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone))
- Be given a written list of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with him
- Be given an outline of a lesson
- Be given a copy of teacher's lecture notes
- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts

Response Accommodations

- Use sign language, a communication device, Braille, other technology, or native language other than English
- Dictate answers to a scribe

- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class

Setting Accommodations

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher & away from distractions)
- Use special lighting or acoustics
- Take a test in small group setting
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
- Use noise buffers such as headphones, earphones, or earplugs

Timing Accommodations

- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

Scheduling Accommodations

- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

Organization Skills Accommodations

- Use an alarm to help with time management
- Mark texts with a highlighter

Assignment Modifications

- Answer fewer or different test questions
- Create alternate projects or assignments

Curriculum Modifications

- Learn different material (such as continuing to work on multiplication while classmates move on to fractions, or moving ahead to an extension concept/skill while classmates continue to work on a core skill)
- Get graded or assessed using a different standard than the one for classmate

Subject Area: Advisory/SEL
Grade Level: K

Bedminster Township School
current

Unit #3: Social Skills

Dates: JanuaryFebruary
Traits: Responsibility

Pacing Guide
Time Frame: 6 day rotation

Overview

In this unit, students learn how to explore prosocial behaviors to build, maintain, and navigate personal relationships and future professional relationships.

Enduring Understandings

- Students who develop social skills build, maintain, and navigate healthy relationships
- Students can engage in effective communication with active listening, collaboration, conflict resolution, and respect.
- Fairness and respect encourage students to advocate for people to receive the support they need to live a healthy and comfortable life.
- Students who develop positive character traits will treat people in a way that shows they care about their feelings and provides a foundation for communication and tools to resolve conflicts effectively, collaborate easily, and include others.

Skill and Knowledge Objectives

- Begin to understand the concept of fairness through sharing, taking turns, helping others
- Understand how manners show respect and kindness
- Understand the benefits of friend groups
- Understand the concept teamwork and collaboration with peers

Assessments

Pre-Assessment:

- What are the 6 Pillars of Character in our school?

Formative Assessment:

- Learning the character traits
- Learn how to be a kind and respectful member of your community
- Learning about collaboration skills and working together as a team

Self-Reflection/Self-Assessment:

- Do I know what respect means and looks like?
- How can I show fairness to others?
- How well do I work with others

Summative Assessment:

- Identify the 6 Pillars of Character and discuss
- Show different examples of working together and collaboration with groups

Benchmarks

- Identify 6 Pillars of Character and what each trait looks like (examples)
- Identify specific ways to listen to others, work together, and be a kind citizen

Resources

- [RethinkEd](#)
- *Mind and Heart by the Proud to be Primary Counselor*
- [Casel.org](#)
- Great Kindness Challenge
- <https://sites.google.com/bedminsterschool.org/counselorscorner/home>

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Social and Emotional Competencies - activities/topics [optional]

- **Self Awareness:** Identifying emotions, Having an accurate self-perception
- **Self Management:** Impulse control, Stress management
- **Social Awareness:** Perspective taking, Empathy, Appreciating Diversity, Respect for others
- **Relationship Skills:** Communication, Social engagement, Relationship building, Teamwork
- **Responsible decision making:** Identifying problems, Analyzing situations, Solving problems

Unit #3: Social Skills

<p>Lesson 1: Fairness</p> <p>Materials:</p> <ul style="list-style-type: none"> ● Let's Play Fair (RT) <p>Activities:</p> <ol style="list-style-type: none"> 1) Watch video and discuss 2) Scenarios & Questions 3) Role-Play Activity 	<p>Lesson 2: Respect</p> <p>Materials:</p> <ul style="list-style-type: none"> ● No Fair, Won't Share book ● Spreading Kindness (RT) <p>Activities:</p> <ol style="list-style-type: none"> 1) Read the book 2) Video 3) Role-Play Activity 4) Social Action Project 	<p>Lesson 3: Friendship</p> <p>Materials:</p> <ul style="list-style-type: none"> ● Fun with Friends(RT) <p>Activities:</p> <ol style="list-style-type: none"> 1) Video 2) Discussion 3) Scenarios & Questions 4) Create a Book 	<p>Lesson 4: Relationships</p> <p>Materials:</p> <ul style="list-style-type: none"> ● People We meet ● <p>Activities:</p> <ol style="list-style-type: none"> 1) Video 2) Discussion 3) Guessing Game 4) Create a Book 	<p>Lesson 5: Cooperation</p> <p>Materials:</p> <ul style="list-style-type: none"> ● <i>Let's Cooperate! (ReThink)</i> <p>Activities:</p> <ol style="list-style-type: none"> 1) Video 2) Discussion 3) Movement & Song 4) Movement Game
<p>Lesson 6: Conflict Resolution</p> <p>Materials:</p> <ul style="list-style-type: none"> ● Getting Along (RT) <p>Activities:</p> <ol style="list-style-type: none"> 1) Video 2) Discussion 3) Practice what to say and how to apologize 				

Differentiate Instruction, depending on individual student needs (students with an IEP, 504, or Intervention Plan; ELL Students; Students At Risk; Gifted Students) **by:**

Presentation Accommodations

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- Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone)
- Be given a written list of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with him
- Be given an outline of a lesson
- Be given a copy of teacher's lecture notes
- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts

Response Accommodations

- Use sign language, a communication device, Braille, other technology, or native language other than English
- Dictate answers to a scribe
- Capture responses on an audio recorder

- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class

Setting Accommodations

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher & away from distractions)
- Use special lighting or acoustics
- Take a test in small group setting
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
- Use noise buffers such as headphones, earphones, or earplugs

Timing Accommodations

- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

Scheduling Accommodations

- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

Organization Skills Accommodations

- Use an alarm to help with time management
- Mark texts with a highlighter

Assignment Modifications

- Answer fewer or different test questions
- Create alternate projects or assignments

Curriculum Modifications

- Learn different material (such as continuing to work on multiplication while classmates move on to fractions, or moving ahead to an extension concept/skill while classmates continue to work on a core skill)
- Get graded or assessed using a different standard than the one for classmate

Subject Area: Advisory/SEL
Grade Level: K

Bedminster Township School
current

Unit #4: Social Awareness

Dates: March/April
Trait: Caring/Citizenship

Pacing Guide
Time Frame: 6 day rotation

Overview

In this unit, students will develop an understanding of how all people are different and each person is enriched by the differences they find and accept in others.

Enduring Understandings

- Individuals may be different, but all have the same basic human rights.
- Certain character traits can help individuals become productive members of their community.
- Rules for all to live by are a result of the actions of government, organizations, and individuals.
- The actions of individuals and government affect decisions made for the common good.
- Rules and people who have authority are necessary to keep everyone safe, resolve conflicts, and treat people fairly.
- Processes and rules should be fair, consistent, and respectful of the human rights of all people.
- Respecting and understanding the views of others helps one learn about various perspectives, thoughts, and cultures.

Skill and Knowledge Objectives

- Understand that each person is unique and special and explore cultural contributions of people from various backgrounds
- Identify and discuss the various influences that determine a person's identity (i.e. family, age, gender, race, ethnicity, culture, environment, education, physical attributes, religion, friends, etc.)
- Explain how words can be empowering or destructive in order to understand how your words and actions affects others and explore what causes people choose to act in caring or hurtful ways
- Define prejudices against individuals or groups and explain how prejudices hurt everyone and everyone suffers as a result of it (individually, as a community, a nation and the world)
- Explain the concepts of respect, trust, and caring and apply them to yourself and others
- Define what a bully is and differentiate between friends and bullies by understanding specific actions or behaviors of each
- Explain the differences between upstanders and bystanders and explore ways that individuals can stand up for what they believe is right and good while explaining ways to be considerate of alternate points of view
- Explain the importance of having rules to guide us and to keep us safe as we live and work together in our homes, in the classroom, and in our neighborhoods and understand that sometimes a rule is not a good and there are ways that we can work together to change it

Assessments / Modifications

Pre-Assessment:

- Do you know what it means to put yourself in someone else's shoes?
- [What are basic human rights?](#)
- What is gratitude?
- [How do you show respect for others?](#)
- Why do we have rules?

Formative Assessment:

- Name something similar and different about your partner
- [Name places where there are rules, and why do we have them?](#)
- How can you tell how someone is feeling?
- How can I show appreciation for the people in my life?

Self-Reflection/Self-Assessment:

- How good of a friend can I be?
- How can I learn about another culture?
- What and who am I thankful for?
- Do I follow the rules?

Summative Assessment:

- Identify the supports you have in school, home, and with peers
- How can you help others?
- What are some consequences following certain actions provided to students?

Benchmarks

- Understand meaning of empathy,
- Name their positive support systems in families, schools, and communities
- Understand that actions can have consequences which can be good or bad

Resources

- [RethinkEd](#)
- *Mind and Heart by the Proud to be Primary Counselor*
- [Casel.org](#)
- <https://sites.google.com/bedminsterschool.org/counselorscorner/home>
- https://www.nj.gov/education/holocaust/curr/materials/k-4_unit1.shtml
- https://www.nj.gov/education/holocaust/curr/materials/docs/caring_makes_a_difference_K-4_%20curriculum_guide.pdf

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Social and Emotional Competencies - activities/topics [optional]

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Unit #4: Social Awareness

<p>Lesson 1: What makes us Unique?</p> <p>Materials:</p> <ul style="list-style-type: none"> ● You and Me (RT) ● Unique crayons (M&H) ● Caring makes a difference questions <p>Activities:</p> <ol style="list-style-type: none"> 1) Video/The Crayon Box that Talked 2) Discussion 3) Create a Poster 4) Scenario Stations 	<p>Lesson 2: Recognize that people have different feelings</p> <p>Materials:</p> <ul style="list-style-type: none"> ● My Feelings, Your Feelings (RT) <p>Activities:</p> <ol style="list-style-type: none"> 1) Video 2) Discussion 3) Scenarios & Questions 4) Writing & Drawing Stations 	<p>Lesson 3: Learn the difference between telling and tattling</p> <p>Materials:</p> <ul style="list-style-type: none"> ● Telling or Tattling? (RT) <p>Activities:</p> <ol style="list-style-type: none"> 1) Video 2) Discussion 3) Scenarios & Questions 4) Pair Discussion 	<p>Lesson 4: Learn how to ask others for help</p> <p>Materials:</p> <ul style="list-style-type: none"> ● Ask Kindly (RT) <p>Activities:</p> <ol style="list-style-type: none"> 1) Video 2) Discussion 3) Scenarios & Questions 4) Role-Play Activity 	<p>Lesson 5: Helping Others</p> <p>Materials:</p> <ul style="list-style-type: none"> ● I can Help! (RT) <p>Activities:</p> <ol style="list-style-type: none"> 1) Video 2) Discussion 3) Scenario Stations 4) Social Action Project
<p>Lesson 6: Actions & Consequences</p> <p>Materials:</p> <ul style="list-style-type: none"> ● Fix your Mistake 				

Activities:

- 1) Video
- 2) Discussion
- 3) Practice how to admit to and fix a mistake
- 4) Guessing Game

Differentiate Instruction, depending on individual student needs (students with an IEP, 504, or Intervention Plan; ELL Students; Students At Risk; Gifted Students) **by:**

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- Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone))
- Be given a written list of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with him
- Be given an outline of a lesson
- Be given a copy of teacher's lecture notes
- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts

Response Accommodations

- Use sign language, a communication device, Braille, other technology, or native language other than English
- Dictate answers to a scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class

Setting Accommodations

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher & away from distractions)
- Use special lighting or acoustics
- Take a test in small group setting
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
- Use noise buffers such as headphones, earphones, or earplugs

Timing Accommodations

- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

Scheduling Accommodations

- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

Organization Skills Accommodations

- Use an alarm to help with time management
- Mark texts with a highlighter

Assignment Modifications

- Answer fewer or different test questions
- Create alternate projects or assignments

Curriculum Modifications

- Learn different material (such as continuing to work on multiplication while classmates move on to fractions, or moving ahead to an extension concept/skill while classmates continue to work on a core skill)
- Get graded or assessed using a different standard than the one for classmate

Subject Area: Advisory/SEL
Grade Level: K

Bedminster Township School
current

Unit #5: Self-Care

Dates: May/June
Trait: Citizenship

Pacing Guide
Time Frame: 6 day Rotation

Overview

In this unit, students learn that practicing self-care by caring for physical, social, and mental wellness positively contributes to students' self-compassion, self-empowerment, and optimism

Enduring Understandings

- Mindfulness
- Self-Efficacy
- Self-Compassion
- Self-Advocacy
- Healthy Boundaries

Skill and Knowledge Objectives

- Practice mindfulness and noticing how their body feels
- Mistakes are a part of learning and a necessary way to reach a goal
- Positive thinking can improve your attitude and mood
- Recognize what you can do and how it can make you happy
- Asking for help can help you meet your needs
- Identify people who keep them safe, and recognize your comfortable and uncomfortable feelings

Assessments / Modifications

Pre-Assessment:

- Do students know how to care for themselves physically, emotionally, and mentally

Formative Assessment:

- How can breathing help you? What are some breathing techniques?
- What do you need to reach a goal?

Self-Reflection/Self-Assessment:

- How can your mistakes help you?
- What do you like about yourself?
- What do you do if you are not comfortable in a situation?

Summative Assessment:

- Show some breathing techniques that can help you regulate yourself.

- Explain 3 things you like about yourself and 3 weaknesses to work on.
- Name people you trust and what you can do in an uncomfortable situation to keep yourself safe.

Benchmarks

- Students develop and explain self-care skills by understanding how to care for their physical, emotional, and mental wellness.

Resources

- RethinkEd
- Mind and Heart by the Proud to be Primary Counselor
- Casel.org
- NJ Child Assault Prevention
- <https://sites.google.com/bedminsterschool.org/counselorscorner/home>

Standards

NJ Student Learning Standards for (Content Area and other areas, as applicable):

- 2020 New Jersey Student Learning Standards for Comprehensive Health & Physical Education
 - **Standard 2.1: Personal and Mental Health**

NJ Core Curriculum Content Standards - Technology

- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
 - **B. Creativity and Innovation:** Students demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology.
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 - **D. Digital Citizenship:** Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

Social and Emotional Competencies - activities/topics [optional]

- **Self Awareness:** Identifying emotions, Having an accurate self-perception
- **Self Management:** Impulse control, Stress management
- **Social Awareness:** Perspective taking, Empathy, Appreciating Diversity, Respect for others
- **Relationship Skills:** Communication, Social engagement, Relationship building, Teamwork
- **Responsible decision making:** Identifying problems, Analyzing situations, Solving problems

Unit #5: Self-Care

<p>Lesson 1: Learn mindfulness through their senses</p> <p>Materials:</p> <ul style="list-style-type: none"> ● Notice with your Senses (RT) <p>Activities:</p> <ol style="list-style-type: none"> 1) Video 2) Discussion 3) Sensory Activity 4) Mindfulness 	<p>Lesson 2: Self-Efficacy and Mistakes</p> <p>Materials:</p> <ul style="list-style-type: none"> ● Mistakes are a part of Learning (RT) <p>Activities:</p> <ol style="list-style-type: none"> 1) Video 2) Discussion 3) Role plays 4) Take home activity 	<p>Lesson 3: Self Affirmation Statements</p> <p>Materials:</p> <ul style="list-style-type: none"> ● Proud to be Me! (RT) <p>Activities:</p> <ol style="list-style-type: none"> 1) Video 2) Discussion 3) Movement & Song 4) Create & Make 	<p>Lesson 4: Self Compassion</p> <p>Materials:</p> <ul style="list-style-type: none"> ● Look What I Can Do! <p>Activities:</p> <ol style="list-style-type: none"> 1) Video 2) Discussion 3) Create a Book 4) Project & Class Presentation 	<p>Lesson 5: Asking for Help</p> <p>Materials:</p> <ul style="list-style-type: none"> ● Ask for Help! (RT) <p>Activities:</p> <ol style="list-style-type: none"> 1) Video 2) Discussion 3) Role Plays and Practices
<p>Lesson 6: Healthy Boundaries</p> <p>Materials:</p> <ul style="list-style-type: none"> ● Safety First (RT) <p>Activities:</p> <ol style="list-style-type: none"> 1) Video 2) Discussion 3) Guessing Game 4) Create a Book 				

Differentiate Instruction, depending on individual student needs (students with an IEP, 504, or Intervention Plan; ELL Students; Students At Risk; Gifted Students) **by:**

Presentation Accommodations

- Use alternate texts at lower readability level
- Work with fewer items per page or line and/or materials in a larger print size
- Use magnification device, screen reader, or Braille / Nemeth Code
- Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone))
- Be given a written list of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with him
- Be given an outline of a lesson
- Be given a copy of teacher's lecture notes
- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts

Response Accommodations

- Use sign language, a communication device, Braille, other technology, or native language other than English
- Dictate answers to a scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class

Setting Accommodations

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher & away from distractions)
- Use special lighting or acoustics
- Take a test in small group setting
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
- Use noise buffers such as headphones, earphones, or earplugs

Timing Accommodations

- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

Scheduling Accommodations

- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

Organization Skills Accommodations

- Use an alarm to help with time management
- Mark texts with a highlighter

Assignment Modifications

- Answer fewer or different test questions
- Create alternate projects or assignments

Curriculum Modifications

- Learn different material (such as continuing to work on multiplication while classmates move on to fractions, or moving ahead to an extension concept/skill while classmates continue to work on a core skill)
- Get graded or assessed using a different standard than the one for classmate

Subject Area: Advisory/ S.E.L.
Grade Level: Grade 1 & Grade 2

Bedminster Township School
current

Unit 1: Self Awareness: Emotions/Feelings

Dates: September/October
Trait: Trustworthiness/Respect

Pacing Guide
Time Frame: 6-day rotation

Overview

In this unit, students learn how to increase their vocabulary for describing, identifying and expressing feelings

Enduring Understandings

The ability to understand one's own emotions, thoughts, and values and how they influence the behavior of self and others.

Skill and Knowledge Objectives

- Identifying emotions based on facial expression and non-verbal cues
- Identify emotions with experiences
- Expressing emotions in an appropriate manner
- How our body affects our emotions
- How to think and feel positive

Assessments

Pre-Assessment:

- What is a feeling/emotion?
- How many emotions/feelings can you name?

Formative Assessment:

- Learning new names for emotions
- How to recognize non-verbal cues
- How does our body react to certain emotions

Self-Reflection/Self-Assessment:

- How do emotions make me feel?

Summative Assessment:

- Identify more than 5 emotions and relate experiences to the feelings

Benchmarks

- Identify and label 10 different emotions based on facial expression and/or body language mid year (Happy/excited, sad, angry/mad, worried, frustrated, shy, content, curious, embarrassed, shocked, proud, scared)

Resources

- *Mind and Heart by the Proud to be Primary Counselor*
- Casel.org
- [Counselors' Corner Site](#)
- [Lesson 1](#)
- [Lesson 2](#)
- [Lesson 3](#)
- [RethinkEd](#)

Standards

NJ Student Learning Standards for (Content Area and other areas, as applicable):

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NJ Core Curriculum Content Standards - Technology

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 - **D. Digital Citizenship:** Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

Social and Emotional Competencies - activities/topics [optional]

- **Self Awareness:** Identifying emotions, Having an accurate self-perception
- **Self Management:** Impulse control, Stress management
- **Social Awareness:** Perspective taking, Empathy, Appreciating Diversity, Respect for others
- **Relationship Skills:** Communication, Social engagement, Relationship building, Teamwork
- **Responsible decision making:** Identifying problems, Analyzing situations, Solving problems

Unit 1: Self Awareness: Emotions/Feelings

<p>Lesson 1: Identifying and Labeling Emotions</p> <p>Materials:</p> <ul style="list-style-type: none"> ● First Day Jitters ● Video Clip of Finding Nemo ● How I feel about school worksheet <p>Activities:</p> <p>1) Read Aloud: First Day Jitters</p> <ul style="list-style-type: none"> ● Clip of Finding Nemo to identify emotions ● How I feel about school 	<p>Lesson 2: Labeling Experiences with Emotions</p> <p>Materials:</p> <ul style="list-style-type: none"> ● Emotion Cards ● Emotion Posters ● Memory game cards <p>Activities:</p> <p>1) Emotions Charade</p> <p>2) Name that Emotion and how do you know?</p> <p>3) Match picture to emotion</p> <p>4) Inside Out quiz</p>	<p>Lesson 3: Expressing Emotions Appropriately</p> <p>Materials:</p> <ul style="list-style-type: none"> ● Thought Starters ● Discussion Questions ● Feelings Journal ● Memory game cards <p>Activities:</p> <p>1) Role plays</p> <p>2) Thought starter picture or reading</p> <p>3) Emotion Journal</p> <p>4) Memory Match picture to emotion</p>	<p>Lesson 4: What Causes Emotion & The Brain</p> <p>Materials:</p> <ul style="list-style-type: none"> ● Thought Starters ● Discussion Questions ● Brain Activity <p>Activities:</p> <p>1) Icebreaker</p> <p>2) Thought starter picture or reading</p> <p>3) Brain Puzzle or Craft</p>	<p>Lesson 5: Thinking and Feeling Positive</p> <p>Materials:</p> <ul style="list-style-type: none"> ● Thought Starters ● Discussion Questions ● The Feel Good Book ● Heart Template <p>Activities:</p> <p>1) What makes Me Happy? Circle</p> <p>2) What activities can we do to feel happy?</p> <p>3) The Feel Good Book read aloud</p>
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Differentiate Instruction, depending on individual student needs (students with an IEP, 504, or Intervention Plan; ELL Students; Students At Risk; Gifted Students) **by:**

Presentation Accommodations

- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts

Response Accommodations

- Dictate answers to a scribe

Setting Accommodations

- Sit where he learns best (for example, near the teacher & away from distractions)
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)

Timing Accommodations

- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

Scheduling Accommodations

- Take more time to complete a project

Organization Skills Accommodations

- Use an alarm to help with time management

Subject Area: Advisory/ S.E.L.
Grade Level: Grade 1 & Grade 2

Bedminster Township School
current

Unit #2:
Self-Management: Behavior Regulation

Dates: November/December
Trait: Respect/Responsibility

Pacing Guide
Time Frame: 6 day rotation

Overview

In this unit, students learn about identifying their emotions and what is necessary to regulate them

Enduring Understandings

- **The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.**

Skill and Knowledge Objectives

- How to self regulate and handle big emotions
- Various ways to calm down and use mindful thinking
- Whole Body Listening Skills
- Develop methods of self control
- Develop self-esteem

Assessments / Modifications

Pre-Assessment:

- Understand what emotion our body is experiencing
- How to show others that you are ready to listen

Formative Assessment:

- How is my body feeling right now and can I describe it?
- What is a big emotion?
- What methods can I use to calm down?
- What am I good at and what can I work on?

Self-Reflection/Self-Assessment:

- How does my emotional response cause me to act?
- What "tools" do I have to calm down my body?
- Can I use my senses to show my whole body listening?

Summative Assessment:

- Can you name different kinds of breathing?

- Do you know how to move your body to calm down?
- Where are places you can go to calm down?
- Listening to what others have to say or are feeling

Benchmarks

- Students will be able to identify at least 4 breathing techniques for self regulation
- Student will be able to recognize the difference between what they should Think or Say
- Know what senses are included in whole body listening (eyes, ears, mouth, hands/feet)

Resources

- *Mind and Heart by the Proud to be Primary Counselor*
- *Casel.org*
- <https://sites.google.com/bedminsterschool.org/counselorscorner/home>
- RethinkEd

Standards

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Social and Emotional Competencies - activities/topics [optional]

- **Self Awareness:** Identifying emotions, Having an accurate self-perception
- **Self Management:** Impulse control, Stress management
- **Social Awareness:** Perspective taking, Empathy, Appreciating Diversity, Respect for others
- **Relationship Skills:** Communication, Social engagement, Relationship building, Teamwork
- **Responsible decision making:** Identifying problems, Analyzing situations, Solving problems

Unit #2: Self-Management

<p>Lesson 1: What is Self Regulation?</p> <p>Materials:</p> <ul style="list-style-type: none"> ● Discussion Starters ● Calming strategies poster ● Self Regulation Journal <p>Activities:</p> <ol style="list-style-type: none"> 1) Lean and practice calming strategies 2) Discuss big emotions and how they feel 3) Self Regulation journal 4) Red Light, Green Light 	<p>Lesson 2: Regulate our Emotions and Calm Down</p> <p>Materials:</p> <ul style="list-style-type: none"> ● Discussion Starters ● Calm Down Techniques ● Self calming books <p>Activities:</p> <ol style="list-style-type: none"> 1) Brainstorm ideas for calming down 2) Discuss types of breathing and practice 3) Fill in Self Calming books 	<p>Lesson 3: Mindful Strategies</p> <p>Materials:</p> <ul style="list-style-type: none"> ● Discussion Starters/Photos ● Brain Break cards ● Yoga center (if available) <p>Activities:</p> <ol style="list-style-type: none"> 1) Look at photos and discuss how person is feeling 2) Teach brain breaks and practice 3) Practice Yoga on mats 4) Students create brain break activities 	<p>Lesson 4: Self Control</p> <p>Materials:</p> <ul style="list-style-type: none"> ● Whole body listening poster ● Think, Do, Say cards ● Jenga game ● What we can control sorting cards <p>Activities:</p> <ol style="list-style-type: none"> 1) Discuss whole body listening 2) Discuss difference of what we think vs what we say 3) Jenga game or sort cards by what we say vs. think 	<p>Lesson 5: Self Esteem</p> <p>Materials:</p> <ul style="list-style-type: none"> ● Discussion starters ● Poster board/markers ● Flower craft, scissor, glue ● Self Esteem board game <p>Activities:</p> <ol style="list-style-type: none"> 1) Positive affirmations in group 2) Make Positive Posters 3) Flower Craft 4) Self Esteem board game
<p>Lesson 6: Resilience</p> <p>Materials:</p> <ul style="list-style-type: none"> ● Bounce Back video (Rethink) ● Bounce Back board game <p>Activities:</p> <ol style="list-style-type: none"> 1) Watch video 2) Discuss resilience 3) Bounce Back game 	<p>Lesson 7: Focus</p> <p>Materials:</p> <ul style="list-style-type: none"> ● Hocus Pocus Focus video (Rethink) ● Memory cards ● Mazes <p>Activities:</p> <ol style="list-style-type: none"> 1) Watch Video 2/ Play Memory 3) Work together fo finish maze 	<p>Lesson 8: My Stress Thermometer</p> <p>Materials:</p> <ul style="list-style-type: none"> ● Stress thermometer ● Coping Strategies List ● Calm Down Cards <p>Activities:</p> <ol style="list-style-type: none"> 1) Discuss levels of stress 2) Create a stress thermometer 3) Write/Draw coping strategies on cards 		

Differentiate Instruction, depending on individual student needs (students with an IEP, 504, or Intervention Plan; ELL Students; Students At Risk; Gifted Students) **by:**

Presentation Accommodations

- Use alternate texts at lower readability level

- Work with fewer items per page or line and/or materials in a larger print size
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- Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone))
- Be given a written list of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with him
- Be given an outline of a lesson
- Be given a copy of teacher's lecture notes
- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts

Response Accommodations

- Use sign language, a communication device, Braille, other technology, or native language other than English
- Dictate answers to a scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class

Setting Accommodations

- Work or take a test in a different setting, such as a quiet room with few distractions
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- Use noise buffers such as headphones, earphones, or earplugs

Timing Accommodations

- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

Scheduling Accommodations

- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

Organization Skills Accommodations

- Use an alarm to help with time management
- Mark texts with a highlighter

Assignment Modifications

- Answer fewer or different test questions
- Create alternate projects or assignments

Curriculum Modifications

- Learn different material (such as continuing to work on multiplication while classmates move on to fractions, or moving ahead to an extension concept/skill while classmates continue to work on a core skill)
- Get graded or assessed using a different standard than the one for classmate

Subject Area: Advisory/SEL
Grade Level: 1 & 2

Bedminster Township School
current

Unit #3: Social Skills

Dates: January/February
Traits: Responsibility

Pacing Guide
Time Frame: 6 day rotation

Overview

In this unit, students learn how to explore prosocial behaviors to build, maintain, and navigate personal relationships and future professional relationships.

Enduring Understandings

- Students who develop social skills build, maintain, and navigate healthy relationships
- Students can engage in effective communication with active listening, collaboration, conflict resolution, and respect.
- Fairness and respect encourage students to advocate for people to receive the support they need to live a healthy and comfortable life.
- Students who develop positive character traits will treat people in a way that shows they care about their feelings and provides a foundation for communication and tools to resolve conflicts effectively, collaborate easily, and include others.

Skill and Knowledge Objectives

- Begin to understand the concept of fairness through sharing, taking turns, helping others
- Understand how manners show respect and kindness
- Understand the benefits of friend groups
- Understand the concept teamwork and collaboration with peers

Assessments

Pre-Assessment:

- What are the 6 Pillars of Character in our school?

Formative Assessment:

- Learning the character traits
- Learn how to be a kind and respectful member of your community
- Learning about collaboration skills and working together as a team

Self-Reflection/Self-Assessment:

- Do I know what respect means and looks like?
- How can I show fairness to others?
- How well do I work with others

Summative Assessment:

- Identify the 6 Pillars of Character and discuss
- Show different examples of working together and collaboration with groups

Benchmarks

- Identify 6 Pillars of Character and what each trait looks like (examples)
- Identify specific ways to listen to others, work together, and be a kind citizen

Resources

- RethinkEd
- *Mind and Heart by the Proud to be Primary Counselor*
- Casel.org
- Great Kindness Challenge
- <https://sites.google.com/bedminsterschool.org/counselorscorner/home>

Standards

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Social and Emotional Competencies - activities/topics [optional]

- **Self Awareness:** Identifying emotions, Having an accurate self-perception
- **Self Management:** Impulse control, Stress management
- **Social Awareness:** Perspective taking, Empathy, Appreciating Diversity, Respect for others
- **Relationship Skills:** Communication, Social engagement, Relationship building, Teamwork
- **Responsible decision making:** Identifying problems, Analyzing situations, Solving problems

Unit #3: Social Skills

<p>Lesson 1: Fairness</p> <p>Materials:</p> <ul style="list-style-type: none"> ● Tattle vs. Tell Video (rethink) ● Tattle vs. Tell cards ● Tattle vs Tell worksheet <p>Activities:</p> <ol style="list-style-type: none"> 1) Watch video 2) Work on cards in groups 3) Complete worksheet 	<p>Lesson 2: Fairness</p> <p>Materials:</p> <ul style="list-style-type: none"> ● No Fair, Won't Share book ● No Fair card came <p>Activities:</p> <ol style="list-style-type: none"> 1) Read No, Fair, Won't Share 2) Watch Fairness video (reThink) 2) Work together on card game 	<p>Lesson 3: Respect</p> <p>Materials:</p> <ul style="list-style-type: none"> ● Mind Your Manners Video ● Acting Game ● Class Family Project <p>Activities:</p> <ol style="list-style-type: none"> 1) Video 2) Acting Game 3) Class Family Project 	<p>Lesson 4: Respect</p> <p>Materials:</p> <ul style="list-style-type: none"> ● Show Some Respect (Rethink) ● Scenarios and Questions <p>Activities:</p> <ol style="list-style-type: none"> 1) Video 2) Identify respectful behavior thru discussion and drawings 	<p>Lesson 5: Friendship</p> <p>Materials:</p> <ul style="list-style-type: none"> ● <i>Let's be Friends</i> (ReThink) <p>Activities:</p> <ol style="list-style-type: none"> 1) Video 2) Ss recognize that friends have fun together
<p>Lesson 6: Friendship</p> <p>Materials:</p> <ul style="list-style-type: none"> ● Filling Buckets (ReThink) ● Be a Bucket Filler book <p>Activities:</p> <ol style="list-style-type: none"> 1) Video 2) Read How to be a Bucket Filler 3) Practice giving and receiving compliments 	<p>Lesson7: Kindness</p> <p>Materials:</p> <ul style="list-style-type: none"> ● Kindness Kaleidoscope (ReThink) <p>Activities:</p> <ol style="list-style-type: none"> 1) Video 2) Practice ways to show family kindness 	<p>Lesson 8: Kindness</p> <p>Materials:</p> <ul style="list-style-type: none"> ● Be a good classmate (ReThink) <p>Activities:</p> <ol style="list-style-type: none"> 1) Video 2) Practice and discuss ways to work well with others in class 	<p>Lesson 9: Cooperation</p> <p>Materials:</p> <ul style="list-style-type: none"> ● Fair is Fun (RT) <p>Activities:</p> <ol style="list-style-type: none"> 1) Video 2) Discussion 3) Practice working fairly in group 	<p>Lesson 10: Cooperation</p> <p>Materials:</p> <ul style="list-style-type: none"> ● Work Together (RT) <p>Activities:</p> <ol style="list-style-type: none"> 1) Video 2) Discussion 3) Practice ways to encourage each other individually and in groups
<p>Lesson 11: Conflict Resolution</p> <p>Materials:</p> <ul style="list-style-type: none"> ● I'm Sorry <p>Activities:</p> <ol style="list-style-type: none"> 1) Video 2) Discussion 3) Practice what to say and how to apologize 	<p>Lesson 12: Title</p> <p>Materials:</p> <ul style="list-style-type: none"> ● Let's Get Along <p>Activities:</p> <ol style="list-style-type: none"> 1) Video 2) Discussion 3) Practice how to listen, identify and articulate a problem among peers 	<p>Lesson 13: What makes us Unique?</p> <p>Materials:</p> <ul style="list-style-type: none"> ● You and Me (RT) ● Unique crayons (M&H) ● Caring makes a difference questions <p>Activities:</p> <ol style="list-style-type: none"> 1) Video/The Crayon Box that 		

		Talked 2) Discussion 3) Create a Poster 4) Scenario Stations		
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Differentiate Instruction, depending on individual student needs (students with an IEP, 504, or Intervention Plan; ELL Students; Students At Risk; Gifted Students) **by:**

Presentation Accommodations

- Use alternate texts at lower readability level
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- Use manipulatives to teach or demonstrate concepts

Response Accommodations

- Use sign language, a communication device, Braille, other technology, or native language other than English
- Dictate answers to a scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class

Setting Accommodations

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher & away from distractions)
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- Take a test in small group setting
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- Use noise buffers such as headphones, earphones, or earplugs

Timing Accommodations

- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

Scheduling Accommodations

- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

Organization Skills Accommodations

- Use an alarm to help with time management
- Mark texts with a highlighter

Assignment Modifications

- Answer fewer or different test questions
- Create alternate projects or assignments

Curriculum Modifications

- Learn different material (such as continuing to work on multiplication while classmates move on to fractions, or moving ahead to an extension concept/skill while classmates continue to work on a core skill)
- Get graded or assessed using a different standard than the one for classmate

Subject Area: Advisory/SEL
Grade Level: 1 & 2

Bedminster Township School
current

Unit #4: Social Awareness

Dates: March/April
Trait: Caring/Citizenship

Pacing Guide
Time Frame: 6 day rotation

Overview

In this unit, students will develop an understanding of how all people are different and each person is enriched by the differences they find and accept in others.

Enduring Understandings

- Individuals may be different, but all have the same basic human rights.
- Certain character traits can help individuals become productive members of their community.
- Rules for all to live by are a result of the actions of government, organizations, and individuals.
- The actions of individuals and government affect decisions made for the common good.
- Rules and people who have authority are necessary to keep everyone safe, resolve conflicts, and treat people fairly.
- Processes and rules should be fair, consistent, and respectful of the human rights of all people.
- Respecting and understanding the views of others helps one learn about various perspectives, thoughts, and cultures.

Skill and Knowledge Objectives

- Understand that each person is unique and special and explore cultural contributions of people from various backgrounds
- Identify and discuss the various influences that determine a person's identity (i.e. family, age, gender, race, ethnicity, culture, environment, education, physical attributes, religion, friends, etc.)
- Explain how words can be empowering or destructive in order to understand how your words and actions affects others and explore what causes people choose to act in caring or hurtful ways
- Define prejudices against individuals or groups and explain how prejudices hurt everyone and everyone suffers as a result of it (individually, as a community, a nation and the world)
- Explain the concepts of respect, trust, and caring and apply them to yourself and others
- Define what a bully is and differentiate between friends and bullies by understanding specific actions or behaviors of each
- Explain the differences between upstanders and bystanders and explore ways that individuals can stand up for what they believe is right and good while explaining ways to be considerate of alternate points of view
- Explain the importance of having rules to guide us and to keep us safe as we live and work together in our homes, in the classroom, and in our neighborhoods and understand that sometimes a rule is not a good and there are ways that we can work together to change it

Assessments / Modifications

Pre-Assessment:

- Do you know what it means to put yourself in someone else's shoes
- What is gratitude?
- Why do we have rules?

Formative Assessment:

- Name something similar and different about your partner
- How can you tell how someone is feeling?
- How can I show appreciation for the people in my life?

Self-Reflection/Self-Assessment:

- How good of a friend can I be?
- What and who am I thankful for?
- Do I follow the rules?

Summative Assessment:

- Identify the supports you have in school, home, and with peers
- How can you help others?
- What are some consequences following certain actions provided to students?

Benchmarks

- Understand meaning of empathy,
- Name their positive support systems in families, schools, and communities
- Understand that actions can have consequences which can be good or bad

Resources

- RethinkEd
- *Mind and Heart by the Proud to be Primary Counselor*
- Casel.org
- <https://sites.google.com/bedminsterschool.org/counselorscorner/home>
- https://www.nj.gov/education/holocaust/curr/materials/k-4_unit1.shtml
- https://www.nj.gov/education/holocaust/curr/materials/docs/caring_makes_a_difference_K-4_%20curriculum_guide.pdf

Standards

NJ Student Learning Standards for (Content Area and other areas, as applicable):

- 2020 New Jersey Student Learning Standards for Comprehensive Health & Physical Education
 - **Standard 2.1: Personal and Mental Health**

NJ Core Curriculum Content Standards - Technology

- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
 - **B. Creativity and Innovation:** Students demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology.
 - **C. Communication and Collaboration:** Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

- **D. Digital Citizenship:** Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

Social and Emotional Competencies - activities/topics [optional]

- **Self Awareness:** Identifying emotions, Having an accurate self-perception
- **Self Management:** Impulse control, Stress management
- **Social Awareness:** Perspective taking, Empathy, Appreciating Diversity, Respect for others
- **Relationship Skills:** Communication, Social engagement, Relationship building, Teamwork
- **Responsible decision making:** Identifying problems, Analyzing situations, Solving problems

Unit #4: Social Awareness

<p>Lesson 1: Community</p> <p>Materials:</p> <ul style="list-style-type: none"> ● Our Families <p>Activities:</p> <ol style="list-style-type: none"> 1) Video 2) Discussion 3) Discuss differences and similarities with families 	<p>Lesson 2: Community</p> <p>Materials:</p> <ul style="list-style-type: none"> ● Cultures around the World <p>Activities:</p> <ol style="list-style-type: none"> 1) Video 2) Discussion 3) Learn about different cultures 	<p>Lesson 3: Empathy</p> <p>Materials:</p> <ul style="list-style-type: none"> ● How Someone feels (RT) <p>Activities:</p> <ol style="list-style-type: none"> 1) Video 2) Discussion 3) Identify what someone may be feeling 	<p>Lesson 4: Empathy</p> <p>Materials:</p> <ul style="list-style-type: none"> ● The Case of Caring (RT) <p>Activities:</p> <ol style="list-style-type: none"> 1) Video 2) Discussion 3) Demonstrate care for the feelings of another person 	<p>Lesson 5: Support Systems</p> <p>Materials:</p> <ul style="list-style-type: none"> ● My Family, My Support (RT) <p>Activities:</p> <ol style="list-style-type: none"> 1) Video 2) Discussion 3) Identify the supports among family and ask for help
<p>Lesson 6: Support Systems</p> <p>Materials:</p> <ul style="list-style-type: none"> ● Help At School (RT) <p>Activities:</p> <ol style="list-style-type: none"> 1) Video 2) Discussion 3) Identify the supports in school and ask for help 	<p>Lesson 7: Helping Others</p> <p>Materials:</p> <ul style="list-style-type: none"> ● I Spy a Helper (RT) <p>Activities:</p> <ol style="list-style-type: none"> 1) Video 2) Discussion 3) Show appreciation for someone who helps you 	<p>Lesson 8: Helping Others</p> <p>Materials:</p> <ul style="list-style-type: none"> ● I can help my Family (RT) <p>Activities:</p> <ol style="list-style-type: none"> 1) Video 2) Discussion 3) Discuss contributions that can be made to family 	<p>Lesson 9: Safety</p> <p>Materials:</p> <ul style="list-style-type: none"> ● Rules, Rules, Rules (RT) <p>Activities:</p> <ol style="list-style-type: none"> 1) Video 2) Discussion 3) Understand the need for rules and what they are 	<p>Lesson 10: Safety</p> <p>Materials:</p> <ul style="list-style-type: none"> ● A Buddy or Bully (RT) <p>Activities:</p> <ol style="list-style-type: none"> 1) Video 2) Discussion 3) Understand the difference between conflict and bullying

<p>Lesson 11: Actions & Consequences</p> <p>Materials:</p> <ul style="list-style-type: none"> • Actions & Consequences <p>Activities:</p> <ol style="list-style-type: none"> 1) Video 2) Discussion 3) Define consequences and discuss how actions have consequences 	<p>Lesson 12: Actions and Consequences</p> <p>Materials:</p> <ul style="list-style-type: none"> • STOP! Then Decide (RT) <p>Activities:</p> <ol style="list-style-type: none"> 1) Video 2) Discussion 3) Practice strategies for making a good decision 			
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Differentiate Instruction, depending on individual student needs (students with an IEP, 504, or Intervention Plan; ELL Students; Students At Risk; Gifted Students) **by:**

Presentation Accommodations

- Use alternate texts at lower readability level
- Work with fewer items per page or line and/or materials in a larger print size
- Use magnification device, screen reader, or Braille / Nemeth Code
- Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone))
- Be given a written list of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with him
- Be given an outline of a lesson
- Be given a copy of teacher's lecture notes
- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts

Response Accommodations

- Use sign language, a communication device, Braille, other technology, or native language other than English
- Dictate answers to a scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class

Setting Accommodations

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher & away from distractions)
- Use special lighting or acoustics
- Take a test in small group setting
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
- Use noise buffers such as headphones, earphones, or earplugs

Timing Accommodations

- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

Scheduling Accommodations

- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order

- Take a test at a specific time of day

Organization Skills Accommodations

- Use an alarm to help with time management
- Mark texts with a highlighter

Assignment Modifications

- Answer fewer or different test questions
- Create alternate projects or assignments

Curriculum Modifications

- Learn different material (such as continuing to work on multiplication while classmates move on to fractions, or moving ahead to an extension concept/skill while classmates continue to work on a core skill)
- Get graded or assessed using a different standard than the one for classmate

Subject Area: Advisory/SEL
Grade Level: 1 & 2

Bedminster Township School
current

Unit #5: Self-Care

Dates: May/June
Trait: Citizenship

Pacing Guide
Time Frame: 6 day Rotation

Overview

In this unit, students learn about responsible decision-making that will help to create a healthy environment and care for one's physical, mental, and emotional wellness

Enduring Understandings

- Mindfulness
- Self-Efficacy
- Self-Compassion
- Self-Advocacy
- Healthy Boundaries

Skill and Knowledge Objectives

- Practice mindfulness and noticing how their body feels
- Mistakes are a part of learning and a necessary way to reach a goal
- Positive thinking can improve your attitude and mood
- Recognize what you can do and how it can make you happy
- Asking for help can help you meet your needs
- Identify people who keep them safe, and recognize your comfortable and uncomfortable feelings

Assessments / Modifications

Pre-Assessment:

- Do students know how to care for themselves physically, emotionally, and mentally

Formative Assessment:

- How can breathing help you? What are some breathing techniques
- What do you need to reach a goal?

Self-Reflection/Self-Assessment:

- How can your mistakes help you?
- What do you like about yourself?
- What do you do if you are not comfortable in a situation?

Summative Assessment:

- Show some breathing techniques that can help you regulate yourself.

- Explain 3 things you like about yourself and 3 weakness to work on
- Name people you trust and what you can do in an uncomfortable situation to keep yourself safe.

Benchmarks

- Students develop and explain self-care skills by understanding how to care for their physical, emotional, and mental wellness.

Resources

- [RethinkEd](#)
- Mind and Heart by the Proud to be Primary Counselor
- [Casel.org](#)
- NJ Child Assault Prevention
- <https://sites.google.com/bedminsterschool.org/counselorscorner/home>

Standards

NJ Student Learning Standards for (Content Area and other areas, as applicable):

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 - **Standard 2.1: Personal and Mental Health**

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 - **C. Communication and Collaboration:** Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
 - **D. Digital Citizenship:** Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

Social and Emotional Competencies - activities/topics [optional]

- **Self Awareness:** Identifying emotions, Having an accurate self-perception
- **Self Management:** Impulse control, Stress management
- **Social Awareness:** Perspective taking, Empathy, Appreciating Diversity, Respect for others
- **Relationship Skills:** Communication, Social engagement, Relationship building, Teamwork
- **Responsible decision making:** Identifying problems, Analyzing situations, Solving problems

Unit #5: Self-Care

<p>Lesson 1: Mindfulness</p> <p>Materials: The Big Breath (RT)</p> <ul style="list-style-type: none"> ● Practice mindfulness through breathing deeply <p>Activities:</p> <ol style="list-style-type: none"> 1) Video 2) Discussion 3) Breathing Activity Drawing & Music Activity 	<p>Lesson 2: Mindfulness</p> <p>Materials:</p> <ul style="list-style-type: none"> ● My Mindful Body <p>Activities:</p> <ol style="list-style-type: none"> 1) Video 2) Discussion 3) 	<p>Lesson 3: Self Efficacy</p> <p>Materials:</p> <ul style="list-style-type: none"> ● Believe (RT) <p>Activities:</p> <ol style="list-style-type: none"> 1) Video 2) Discussion 3) Class Poster 4) Create a Journal 	<p>Lesson 4: Self Efficacy</p> <p>Materials:</p> <ul style="list-style-type: none"> ● You Can Do It! <p>Activities:</p> <ol style="list-style-type: none"> 1) Video 2) Discussion 3) 	<p>Lesson 5: Optimism</p> <p>Materials:</p> <ul style="list-style-type: none"> ● Turn That Frown Upside Down (RT) <p>Activities:</p> <ol style="list-style-type: none"> 1) Video 2? Discussion 3) Scenarios With Signs 4) Create a Collage
<p>Lesson 6: Optimism</p> <p>Materials:</p> <ul style="list-style-type: none"> ● Level Up Your Mood (RT) <p>Activities:</p> <ol style="list-style-type: none"> 1) Video 2) Discussion 3) Team Game 4) Drawing & Writing 	<p>Lesson 7: Self Compassion</p> <p>Materials:</p> <ul style="list-style-type: none"> ● I Like Me! (RT) <p>Activities:</p> <ol style="list-style-type: none"> 1) Video 2) Discussion 3) Class Banner Project 4) Guessing Game 	<p>Lesson 8: Self Compassion</p> <p>Materials:</p> <ul style="list-style-type: none"> ● What do I like about Me? <p>Activities:</p> <ol style="list-style-type: none"> 1) Video 2) Discussion 3) Poster Project 4) Create a Book 	<p>Lesson 9: Self Advocacy</p> <p>Materials:</p> <ul style="list-style-type: none"> ● Get Your Needs Met (RT) <p>Activities:</p> <ol style="list-style-type: none"> 1) Video 2) Discussion 3) Team Game 4) Practice Through the Week 	<p>Lesson 10: Self Advocacy</p> <p>Materials:</p> <ul style="list-style-type: none"> ● Speak Up & Ask! (RT) <p>Activities:</p> <ol style="list-style-type: none"> 1) Video 2) Discussion 3) Scenarios With Signs 4) Acting Game
<p>Lesson 11: Healthy Boundaries</p> <p>Materials:</p> <ul style="list-style-type: none"> ● What's That Feeling? (RT) <p>Activities:</p> <ol style="list-style-type: none"> 1) Video 2) Discussion 3) Call & Response Game 4) Practice Though the Day 	<p>Lesson 12: Healthy Boundaries</p> <p>Materials:</p> <ul style="list-style-type: none"> ● STOP! <p>Activities:</p> <ol style="list-style-type: none"> 1) Video 2) Discussion 3) Movement Scenario Activity 4) Create a Skit 			

Differentiate Instruction, depending on individual student needs (students with an IEP, 504, or Intervention Plan; ELL Students; Students At Risk; Gifted Students) **by:**

Presentation Accommodations

- Use alternate texts at lower readability level
- Work with fewer items per page or line and/or materials in a larger print size
- Use magnification device, screen reader, or Braille / Nemeth Code
- Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone))
- Be given a written list of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with him
- Be given an outline of a lesson
- Be given a copy of teacher's lecture notes
- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts

Response Accommodations

- Use sign language, a communication device, Braille, other technology, or native language other than English
- Dictate answers to a scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class

Setting Accommodations

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher & away from distractions)
- Use special lighting or acoustics
- Take a test in small group setting
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
- Use noise buffers such as headphones, earphones, or earplugs

Timing Accommodations

- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

Scheduling Accommodations

- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

Organization Skills Accommodations

- Use an alarm to help with time management
- Mark texts with a highlighter

Assignment Modifications

- Answer fewer or different test questions
- Create alternate projects or assignments

Curriculum Modifications

- Learn different material (such as continuing to work on multiplication while classmates move on to fractions, or moving ahead to an extension concept/skill while classmates continue to work on a core skill)
- Get graded or assessed using a different standard than the one for classmate

Subject Area: Advisory/ S.E.L.
Grade Level: Grade 3 & Grade 4

Bedminster Township School
current

Unit #1: Self Awareness

Dates: September/October
Trait: Trustworthiness/Respect

Pacing Guide
Time Frame: 6-day rotation

Overview

Supporting students in understanding the emotions and experiences of themselves and others can play an important role in their identity formation and their ability to relate to the identities of others.

Enduring Understandings

Students who develop a sense of self-knowledge are better able to understand their interests, feelings, areas of growth, strengths, and learning and relating styles, which helps them find a sense of purpose and make decisions that align with who they are

Skill and Knowledge Objectives

- understand emotions are natural and valid
- identify their character strengths
- identify values in their families and themselves
- identify how emotions impact behavior
- identify the groups to which they belong
- learn and demonstrate memory skills
- understand how practice supports learning

Assessments

Pre-Assessment:

- What is a feeling/emotion? How many emotions/feelings can you name?
- What is character strength?

Formative Assessment:

- Learning new names for emotions
- How to recognize non-verbal cues
- How can our support system and choices affect our overall happiness?
- What is the difference between a Growth Mindset and a Fixed Mindset?

Self-Reflection/Self-Assessment:

- How do emotions make me feel?
- What are my values/beliefs and how does it affect my choices?
- What kind of learner am I?

Summative Assessment:

- What are strengths and how does that contribute towards your character?
- What are beliefs and where do they come from?

Benchmarks

- Students can tell the differences between Growth Mindset and Fixed Mindset and how it affects learning
- Students can identify what their needs and beliefs are and how does this affect their choices

Resources

- *Mind and Heart by the Proud to be Primary Counselor*
- *Casel.org*
- [Counselors' Corner Site](#)
- RethinkEd

Standards

NJ Student Learning Standards for (Content Area and other areas, as applicable):

- 2020 New Jersey Student Learning Standards for Comprehensive Health & Physical Education
 - **Standard 2.1: Personal and Mental Health**

NJ Core Curriculum Content Standards - Technology

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 - **C. Communication and Collaboration:** Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
 - **D. Digital Citizenship:** Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

Social and Emotional Competencies - activities/topics [optional]

- **Self Awareness:** Identifying emotions, Having an accurate self-perception
- **Self Management:** Impulse control, Stress management
- **Social Awareness:** Perspective taking, Empathy, Appreciating Diversity, Respect for others
- **Relationship Skills:** Communication, Social engagement, Relationship building, Teamwork
- **Responsible decision making:** Identifying problems, Analyzing situations, Solving problems

Unit #1: Self Awareness: Emotions/Feelings

<p>Lesson 1: Identifying one's own strengths</p> <p>Materials:</p> <ul style="list-style-type: none"> ● My Kind of Strong (RT) <p>Activities:</p> <ol style="list-style-type: none"> 1) Watch Video 2) Discussion 3) Strengths Inventory 4) Writing Reflection 	<p>Lesson 2: Identify one's character strengths</p> <p>Materials:</p> <ul style="list-style-type: none"> ● What's Your Superpower? (RT) <p>Activities:</p> <ol style="list-style-type: none"> 1) Watch Video 2) Discussion 3) Collaboration Activity 4) Comic Strip 	<p>Lesson 3: Understanding Emotions</p> <p>Materials:</p> <ul style="list-style-type: none"> ● Super Emotions! (RT) <p>Activities:</p> <ol style="list-style-type: none"> 1) Watch Video 2) Discussion 3) Scenarios & Questions With Signs 4) Practice Through the Day 	<p>Lesson 4: Understanding Emotions</p> <p>Materials:</p> <ul style="list-style-type: none"> ● Emotions, Action (RT) <p>Activities:</p> <ol style="list-style-type: none"> 1) Watch Video 2) Discussion 3) Scenarios & Questions 4) Drawing & Writing Activity 	<p>Lesson 5: identifying Values</p> <p>Materials:</p> <ul style="list-style-type: none"> ● Character Values (RT) <p>Activities:</p> <ol style="list-style-type: none"> 1) Watch Video 2) Discussion 3) Present & Discuss 4) Poster Project
<p>Lesson 6: identifying Values</p> <p>Materials:</p> <ul style="list-style-type: none"> ● My Values, My Choices (RT) <p>Activities:</p> <ol style="list-style-type: none"> 1) Watch Video 2) Discussion 3) Sorting Activity 4) Scenarios & Questions 	<p>Lesson 7: Need to Belong</p> <p>Materials:</p> <ul style="list-style-type: none"> ● I Belong (RT) <p>Activities:</p> <ol style="list-style-type: none"> 1) Watch Video 2) Discussion 3) Movement Game 4) Writing & Drawing 	<p>Lesson 8: Belonging to a Group</p> <p>Materials:</p> <ul style="list-style-type: none"> ● Where we Belong (RT) <p>Activities:</p> <ol style="list-style-type: none"> 1) Watch Video 2) Discussion 3) Collaborative Puzzle Project 4) Create a Collage 	<p>Lesson 9: Learning Strategies</p> <p>Materials:</p> <ul style="list-style-type: none"> ● My Best Brain! (RT) <p>Activities:</p> <ol style="list-style-type: none"> 1) Watch Video 2) Discussion 3) Create & Make 4) Practice Through the Day 	<p>Lesson 10: Memory Skills</p> <p>Materials:</p> <ul style="list-style-type: none"> ● Remember This (RT) <p>Activities:</p> <ol style="list-style-type: none"> 1) Watch Video 2) Discussion 3) Memory Game 4) Practice Through the Week
<p>Lesson 11: Curiosity affects Learning</p> <p>Materials:</p> <ul style="list-style-type: none"> ● My Curious Mind (RT) <p>Activities:</p> <ol style="list-style-type: none"> 1) Watch Video 2) Discussion 3) Question Challenge 	<p>Lesson 12: Practice Supports Learning!</p> <p>Materials:</p> <ul style="list-style-type: none"> ● Hard Work Pays off! (RT) <p>Activities:</p> <ol style="list-style-type: none"> 1) Watch Video 2) Discussion 3) Spelling Challenge 			

	4)Goal Setting Activity			
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Differentiate Instruction, depending on individual student needs (students with an IEP, 504, or Intervention Plan; ELL Students; Students At Risk; Gifted Students) **by:**

Presentation Accommodations

- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts

Response Accommodations

- Dictate answers to a scribe

Setting Accommodations

- Sit where he learns best (for example, near the teacher & away from distractions)
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)

Timing Accommodations

- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

Scheduling Accommodations

- Take more time to complete a project

Organization Skills Accommodations

- Use an alarm to help with time management

Subject Area: Advisory/ S.E.L.
Grade Level: Grade 3 & Grade 4

Bedminster Township School
current

Unit #2:
Self-Management: Behavior Regulation

Dates: November/December
Trait: Respect/Responsibility

Pacing Guide
Time Frame: 6 day rotation

Overview

In this unit, students learn about identifying their emotions and what is necessary to regulate them

Enduring Understandings

The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.

Skill and Knowledge Objectives

- How to self regulate and handle big emotions
- Various ways to calm down and use mindful thinking
- Whole Body Listening Skills
- Develop methods of self control
- Develop self-esteem

Assessments / Modifications

Pre-Assessment:

- Understand what emotion our body is experiencing
- How to show others that you are ready to listen

Formative Assessment:

- How is my body feeling right now and can I describe it?
- What is a big emotion?
- What methods can I use to calm down?
- What am I good at and what can I work on?

Self-Reflection/Self-Assessment:

- How does my emotional response cause me to act?
- What "tools" do I have to calm down my body?
- Can I use my senses to show my whole body listening?

Summative Assessment:

- Can you name different kinds of breathing?

- Do you know how to move your body to calm down?
- Where are places you can go to calm down?
- Listening to what others have to say or are feeling

Benchmarks

- Students will be able to identify at least 4 breathing techniques for self regulation
- Student will be able to recognize the difference between what they should Think or Say
- Know what senses are included in whole body listening (eyes, ears, mouth, hands/feet)

Resources

- *Mind and Heart by the Proud to be Primary Counselor*
- Casel.org
- <https://sites.google.com/bedminsterschool.org/counselorscorner/home>
- RethinkEd

Standards

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 - **B. Creativity and Innovation:** Students demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology.
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 - **D. Digital Citizenship:** Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

Social and Emotional Competencies - activities/topics [optional]

- **Self Awareness:** Identifying emotions, Having an accurate self-perception
- **Self Management:** Impulse control, Stress management
- **Social Awareness:** Perspective taking, Empathy, Appreciating Diversity, Respect for others
- **Relationship Skills:** Communication, Social engagement, Relationship building, Teamwork
- **Responsible decision making:** Identifying problems, Analyzing situations, Solving problems

Unit #2: Self-Management

<p>Lesson 1: What is Self Regulation?</p> <p>Materials:</p> <ul style="list-style-type: none"> ● Discussion Starters ● Calming strategies poster ● Self Regulation Journal <p>Activities:</p> <ol style="list-style-type: none"> 1) Lean and practice calming strategies 2) Discuss big emotions and how they feel 3) Self Regulation journal 4) Red Light, Green Light 	<p>Lesson 2: Regulate our Emotions and Calm Down</p> <p>Materials:</p> <ul style="list-style-type: none"> ● Discussion Starters ● Calm Down Techniques ● Self calming books <p>Activities:</p> <ol style="list-style-type: none"> 1) Brainstorm ideas for calming down 2) Discuss types of breathing and practice 3) Fill in Self Calming books 	<p>Lesson 3: Mindful Strategies</p> <p>Materials:</p> <ul style="list-style-type: none"> ● Discussion Starters/Photos ● Brain Break cards ● Yoga center (if available) <p>Activities:</p> <ol style="list-style-type: none"> 1) Look at photos and discuss how person is feeling 2) Teach brain breaks and practice 3) Practice Yoga on mats 4) Students create brain break activities 	<p>Lesson 4: Self Control</p> <p>Materials:</p> <ul style="list-style-type: none"> ● Whole body listening poster ● Think, Do, Say cards ● Jenga game ● What we can control sorting cards <p>Activities:</p> <ol style="list-style-type: none"> 1) Discuss whole body listening 2) Discuss difference of what we think vs what we say 3) Jenga game or sort cards by what we say vs. think 	<p>Lesson 5: Self Esteem</p> <p>Materials:</p> <ul style="list-style-type: none"> ● Discussion starters ● Poster board/markers ● Flower craft, scissor, glue ● Self Esteem board game <p>Activities:</p> <ol style="list-style-type: none"> 1) Positive affirmations in group 2) Make Positive Posters 3) Flower Craft 4) Self Esteem board game
<p>Lesson 6: Resilience</p> <p>Materials:</p> <ul style="list-style-type: none"> ● Bounce Back video (Rethink) ● Bounce Back board game <p>Activities:</p> <ol style="list-style-type: none"> 1) Watch video 2) Discuss resilience 3) Bounce Back game 	<p>Lesson 7: Focus</p> <p>Materials:</p> <ul style="list-style-type: none"> ● Hocus Pocus Focus video (Rethink) ● Memory cards ● Mazes <p>Activities:</p> <ol style="list-style-type: none"> 1) Watch Video 2) Play Memory 3) Work together to finish maze 	<p>Lesson 8: My Stress Thermometer</p> <p>Materials:</p> <ul style="list-style-type: none"> ● Stress thermometer ● Coping Strategies List ● Calm Down Cards <p>Activities:</p> <ol style="list-style-type: none"> 1) Discuss levels of stress 2) Create a stress thermometer 3) Write/Draw coping strategies on cards 		

Differentiate Instruction, depending on individual student needs (students with an IEP, 504, or Intervention Plan; ELL Students; Students At Risk; Gifted Students) **by:**

Presentation Accommodations

- Use alternate texts at lower readability level

- Work with fewer items per page or line and/or materials in a larger print size
- Use magnification device, screen reader, or Braille / Nemeth Code
- Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone))
- Be given a written list of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with him
- Be given an outline of a lesson
- Be given a copy of teacher's lecture notes
- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts

Response Accommodations

- Use sign language, a communication device, Braille, other technology, or native language other than English
- Dictate answers to a scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class

Setting Accommodations

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher & away from distractions)
- Use special lighting or acoustics
- Take a test in small group setting
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
- Use noise buffers such as headphones, earphones, or earplugs

Timing Accommodations

- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

Scheduling Accommodations

- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

Organization Skills Accommodations

- Use an alarm to help with time management
- Mark texts with a highlighter

Assignment Modifications

- Answer fewer or different test questions
- Create alternate projects or assignments

Curriculum Modifications

- Learn different material (such as continuing to work on multiplication while classmates move on to fractions, or moving ahead to an extension concept/skill while classmates continue to work on a core skill)
- Get graded or assessed using a different standard than the one for classmate

Subject Area: Advisory/ S.E.L.
Grade Level: Grade 3 & Grade 4

Bedminster Township School
current

Unit #3: Social Skills

Dates: JanuaryFebruary
Traits: Responsibility

Pacing Guide
Time Frame: 6 day rotation

Overview

In this unit, students learn how to explore prosocial behaviors to build, maintain, and navigate personal relationships and future professional relationships.

Enduring Understandings

- Students who develop social skills build, maintain, and navigate healthy relationships
- Students can engage in effective communication with active listening, collaboration, conflict resolution, and respect.
- Fairness and respect encourage students to advocate for people to receive the support they need to live a healthy and comfortable life.
- Students who develop positive character traits will treat people in a way that shows they care about their feelings and provides a foundation for communication and tools to resolve conflicts effectively, collaborate easily, and include others.

Skill and Knowledge Objectives

- Begin to understand the concept of fairness through sharing, taking turns, helping others
- Understand how manners show respect and kindness
- Understand the benefits of friend groups
- Understand the concept teamwork and collaboration with peers

Assessments

Pre-Assessment:

- What are the 6 Pillars of Character in our school?

Formative Assessment:

- Learning the character traits
- Learn how to be a kind and respectful member of your community
- Learning about collaboration skills and working together as a team

Self-Reflection/Self-Assessment:

- Do I know what respect means and looks like?
- How can I show fairness to others?
- How well do I work with others

Summative Assessment:

- Identify the 6 Pillars of Character and discuss
- Show different examples of working together and collaboration with groups

Benchmarks

- Identify 6 Pillars of Character and what each trait looks like (examples)
- Identify specific ways to listen to others, work together, and be a kind citizen

Resources

- RethinkEd
- *Mind and Heart by the Proud to be Primary Counselor*
- *Casel.org*
- Great Kindness Challenge
- <https://sites.google.com/bedminsterschool.org/counselorscorner/home>

Standards

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Social and Emotional Competencies - activities/topics [optional]

- **Self Awareness:** Identifying emotions, Having an accurate self-perception
- **Self Management:** Impulse control, Stress management
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- **Responsible decision making:** Identifying problems, Analyzing situations, Solving problems

Unit #3: Social Skills

<p>Lesson 1: Fairness</p> <p>Materials:</p> <ul style="list-style-type: none"> ● Tattle vs. Tell Video (rethink) ● Tattle vs. Tell cards ● Tattle vs Tell worksheet <p>Activities:</p> <ol style="list-style-type: none"> 1) Watch video 2) Work on cards in groups 3) Complete worksheet 	<p>Lesson 2: Fairness</p> <p>Materials:</p> <ul style="list-style-type: none"> ● No Fair, Won't Share book ● No Fair card came <p>Activities:</p> <ol style="list-style-type: none"> 1) Read No, Fair, Won't Share 2) Watch Fairness video (reThink) 2) Work together on card game 	<p>Lesson 3: Respect</p> <p>Materials:</p> <ul style="list-style-type: none"> ● Mind Your Manners Video ● Acting Game ● Class Family Project <p>Activities:</p> <ol style="list-style-type: none"> 1) Video 2) Acting Game 3) Class Family Project 	<p>Lesson 4: Respect</p> <p>Materials:</p> <ul style="list-style-type: none"> ● Show Some Respect (Rethink) ● Scenarios and Questions <p>Activities:</p> <ol style="list-style-type: none"> 1) Video 2) Identify respectful behavior thru discussion and drawings 	<p>Lesson 5: Friendship</p> <p>Materials:</p> <ul style="list-style-type: none"> ● <i>Let's be Friends</i> (ReThink) <p>Activities:</p> <ol style="list-style-type: none"> 1) Video 2) Ss recognize that friends have fun together
<p>Lesson 6: Friendship</p> <p>Materials:</p> <ul style="list-style-type: none"> ● Filling Buckets (ReThink) ● Be a Bucket Filler book <p>Activities:</p> <ol style="list-style-type: none"> 1) Video 2) Read How to be a Bucket Filler 3) Practice giving and receiving compliments 	<p>Lesson 7: Kindness</p> <p>Materials:</p> <ul style="list-style-type: none"> ● Kindness Kaleidoscope (ReThink) <p>Activities:</p> <ol style="list-style-type: none"> 1) Video 2) Practice ways to show family kindness 	<p>Lesson 8: Kindness</p> <p>Materials:</p> <ul style="list-style-type: none"> ● Be a good classmate (ReThink) <p>Activities:</p> <ol style="list-style-type: none"> 1) Video 2) Practice and discuss ways to work well with others in class 	<p>Lesson 9: Cooperation</p> <p>Materials:</p> <ul style="list-style-type: none"> ● Fair is Fun (RT) <p>Activities:</p> <ol style="list-style-type: none"> 1) Video 2) Discussion 3) Practice working fairly in group 	<p>Lesson 10: Cooperation</p> <p>Materials:</p> <ul style="list-style-type: none"> ● Work Together (RT) <p>Activities:</p> <ol style="list-style-type: none"> 1) Video 2) Discussion 3) Practice ways to encourage each other individually and in groups
<p>Lesson 11: Conflict Resolution</p> <p>Materials:</p> <ul style="list-style-type: none"> ● I'm Sorry <p>Activities:</p> <ol style="list-style-type: none"> 1) Video 2) Discussion 3) Practice what to say and how to apologize 	<p>Lesson 12: Title</p> <p>Materials:</p> <ul style="list-style-type: none"> ● Let's Get Along <p>Activities:</p> <ol style="list-style-type: none"> 1) Video 2) Discussion 3) Practice how to listen, identify and articulate a problem among peers 			

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Presentation Accommodations

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- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts

Response Accommodations

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- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class

Setting Accommodations

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher & away from distractions)
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- Take a test in small group setting
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
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Timing Accommodations

- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

Scheduling Accommodations

- Take more time to complete a project
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- Take sections of a test in a different order
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Organization Skills Accommodations

- Use an alarm to help with time management
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Assignment Modifications

- Answer fewer or different test questions
- Create alternate projects or assignments

Curriculum Modifications

- Learn different material (such as continuing to work on multiplication while classmates move on to fractions, or moving ahead to an extension concept/skill while classmates continue to work on a core skill)
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Subject Area: Advisory/ S.E.L.
Grade Level: Grade 3 & Grade 4

Bedminster Township School
current

Unit #4: Social Awareness

Dates: March/April
Trait: Caring/Citizenship

Pacing Guide
Time Frame: 6 day rotation

Overview

In this unit, students will develop an understanding of how all people are different and each person is enriched by the differences they find and accept in others.

Enduring Understandings

- Individuals may be different, but all have the same basic human rights.
- Certain character traits can help individuals become productive members of their community.
- Rules for all to live by are a result of the actions of government, organizations, and individuals.
- The actions of individuals and government affect decisions made for the common good.
- Rules and people who have authority are necessary to keep everyone safe, resolve conflicts, and treat people fairly.
- Processes and rules should be fair, consistent, and respectful of the human rights of all people.
- Respecting and understanding the views of others helps one learn about various perspectives, thoughts, and cultures.

Skill and Knowledge Objectives

- Understand that each person is unique and special and explore cultural contributions of people from various backgrounds
- Identify and discuss the various influences that determine a person's identity (i.e. family, age, gender, race, ethnicity, culture, environment, education, physical attributes, religion, friends, etc.)
- Explain how words can be empowering or destructive in order to understand how your words and actions affects others and explore what causes people choose to act in caring or hurtful ways
- Define prejudices against individuals or groups and explain how prejudices hurt everyone and everyone suffers as a result of it (individually, as a community, a nation and the world)
- Explain the concepts of respect, trust, and caring and apply them to yourself and others
- Define what a bully is and differentiate between friends and bullies by understanding specific actions or behaviors of each
- Explain the differences between upstanders and bystanders and explore ways that individuals can stand up for what they believe is right and good while explaining ways to be considerate of alternate points of view
- Explain the importance of having rules to guide us and to keep us safe as we live and work together in our homes, in the classroom, and in our neighborhoods and understand that sometimes a rule is not a good and there are ways that we can work together to change it

Assessments / Modifications

Pre-Assessment:

- Do you know what it means to put yourself in someone else's shoes
- What is gratitude?
- Why do we have rules?

Formative Assessment:

- Name something similar and different about your partner
- How can you tell how someone is feeling?
- How can I show appreciation for the people in my life?

Self-Reflection/Self-Assessment:

- How good of a friend can I be?
- What and who am I thankful for?
- Do I follow the rules?

Summative Assessment:

- Identify the supports you have in school, home, and with peers
- How can you help others?
- What are some consequences following certain actions provided to students?

Benchmarks

- Understand meaning of empathy,
- Name their positive support systems in families, schools, and communities
- Understand that actions can have consequences which can be good or bad

Resources

- RethinkEd
- *Mind and Heart by the Proud to be Primary Counselor*
- Casel.org
- <https://sites.google.com/bedminsterschool.org/counselorscorner/home>
- https://www.nj.gov/education/holocaust/curr/materials/k-4_unit1.shtml
- https://www.nj.gov/education/holocaust/curr/materials/docs/caring_makes_a_difference_K-4_%20curriculum_guide.pdf

Standards

NJ Student Learning Standards for (Content Area and other areas, as applicable):

- 2020 New Jersey Student Learning Standards for Comprehensive Health & Physical Education
 - **Standard 2.1: Personal and Mental Health**

NJ Core Curriculum Content Standards - Technology

- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
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Social and Emotional Competencies - activities/topics [optional]

- **Self Awareness:** Identifying emotions, Having an accurate self-perception
- **Self Management:** Impulse control, Stress management
- **Social Awareness:** Perspective taking, Empathy, Appreciating Diversity, Respect for others
- **Relationship Skills:** Communication, Social engagement, Relationship building, Teamwork
- **Responsible decision making:** Identifying problems, Analyzing situations, Solving problems

Unit #4: Social Awareness

<p>Lesson 1: Community</p> <p>Materials:</p> <ul style="list-style-type: none"> ● Our Families <p>Activities:</p> <ol style="list-style-type: none"> 1) Video 2) Discussion 3) Discuss differences and similarities with families 	<p>Lesson 2: Community</p> <p>Materials:</p> <ul style="list-style-type: none"> ● Cultures around the World ● Caring Around the World questions <p>Activities:</p> <ol style="list-style-type: none"> 1) Video/We are Alike, We are Different 2) Discussion 3) Learn about different cultures 	<p>Lesson 3: Empathy</p> <p>Materials:</p> <ul style="list-style-type: none"> ● How Someone feels (RT) <p>Activities:</p> <ol style="list-style-type: none"> 1) Video 2) Discussion 3) Identify what someone may be feeling 	<p>Lesson 4: Empathy</p> <p>Materials:</p> <ul style="list-style-type: none"> ● The Case of Caring (RT) <p>Activities:</p> <ol style="list-style-type: none"> 1) Video 2) Discussion 3) Demonstrate care for the feelings of another person 	<p>Lesson 5: Support Systems</p> <p>Materials:</p> <ul style="list-style-type: none"> ● My Family, My Support (RT) <p>Activities:</p> <ol style="list-style-type: none"> 1) Video 2) Discussion 3) Identify the supports among family and ask for help
<p>Lesson 6: Support Systems</p> <p>Materials:</p> <ul style="list-style-type: none"> ● Help At School (RT) <p>Activities:</p> <ol style="list-style-type: none"> 1) Video 2) Discussion 3) Identify the supports in school and ask for help 	<p>Lesson 7: Helping Others</p> <p>Materials:</p> <ul style="list-style-type: none"> ● I Spy a Helper (RT) <p>Activities:</p> <ol style="list-style-type: none"> 1) Video 2) Discussion 3) Show appreciation for someone who helps you 	<p>Lesson 8: Helping Others</p> <p>Materials:</p> <ul style="list-style-type: none"> ● I can help my Family (RT) <p>Activities:</p> <ol style="list-style-type: none"> 1) Video 2) Discussion 3) Discuss contributions that can be made to family 	<p>Lesson 9: Safety</p> <p>Materials:</p> <ul style="list-style-type: none"> ● Rules, Rules, Rules (RT) <p>Activities:</p> <ol style="list-style-type: none"> 1) Video 2) Discussion 3) Understand the need for rules and what they are 	<p>Lesson 10: Safety</p> <p>Materials:</p> <ul style="list-style-type: none"> ● A Buddy or Bully (RT) <p>Activities:</p> <ol style="list-style-type: none"> 1) Video 2) Discussion 3) Understand the difference between conflict and bullying
<p>Lesson 11: Actions & Consequences</p> <p>Materials:</p> <ul style="list-style-type: none"> ● Actions & Consequences <p>Activities:</p> <ol style="list-style-type: none"> 1) Video 2) Discussion 3) Define consequences and discuss how actions have consequences 	<p>Lesson 12: Actions and Consequences</p> <p>Materials:</p> <ul style="list-style-type: none"> ● STOP! Then Decide (RT) <p>Activities:</p> <ol style="list-style-type: none"> 1) Video 2) Discussion 3) Practice strategies for making a good decision 			

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Assignment Modifications

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Subject Area: Advisory/ S.E.L.
Grade Level: Grade 3 & Grade 4

Bedminster Township School
current

Unit #5: Self-Care

Dates: May/June
Trait: Citizenship

Pacing Guide
Time Frame: 6 day Rotation

Overview

In this unit, students learn about responsible decision-making that will help to create a healthy environment and care for one's physical, mental, and emotional wellness

Enduring Understandings

- Mindfulness
- Self-Efficacy
- Self-Compassion
- Self-Advocacy
- Healthy Boundaries

Skill and Knowledge Objectives

- Practice mindfulness and noticing how their body feels
- Mistakes are a part of learning and a necessary way to reach a goal
- Positive thinking can improve your attitude and mood
- Recognize what you can do and how it can make you happy
- Asking for help can help you meet your needs
- Identify people who keep them safe, and recognize your comfortable and uncomfortable feelings

Assessments / Modifications

Pre-Assessment:

- Do students know how to care for themselves physically, emotionally, and mentally

Formative Assessment:

- How can breathing help you? What are some breathing techniques
- What do you need to reach a goal?

Self-Reflection/Self-Assessment:

- How can your mistakes help you?
- What do you like about yourself?
- What do you do if you are not comfortable in a situation?

Summative Assessment:

- Show some breathing techniques that can help you regulate yourself.

- Explain 3 things you like about yourself and 3 weakness to work on
- Name people you trust and what you can do in an uncomfortable situation to keep yourself safe.

Benchmarks

- Students develop and explain self-care skills by understanding how to care for their physical, emotional, and mental wellness.

Resources

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- Mind and Heart by the Proud to be Primary Counselor
- Casel.org
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- **Responsible decision making:** Identifying problems, Analyzing situations, Solving problems

Unit #5: Self-Care

<p>Lesson 1: Mindfulness</p> <p>Materials: The Big Breath (RT)</p> <ul style="list-style-type: none"> ● Practice mindfulness through breathing deeply <p>Activities:</p> <ol style="list-style-type: none"> 1) Video 2) Discussion 3) Breathing Activity Drawing & Music Activity 	<p>Lesson 2: Mindfulness</p> <p>Materials:</p> <ul style="list-style-type: none"> ● My Mindful Body <p>Activities:</p> <ol style="list-style-type: none"> 1) Video 2) Discussion 3) 	<p>Lesson 3: Self Efficacy</p> <p>Materials:</p> <ul style="list-style-type: none"> ● Believe (RT) <p>Activities:</p> <ol style="list-style-type: none"> 1) Video 2) Discussion 3) Class Poster 4) Create a Journal 	<p>Lesson 4: Self Efficacy</p> <p>Materials:</p> <ul style="list-style-type: none"> ● You Can Do It! <p>Activities:</p> <ol style="list-style-type: none"> 1) Video 2) Discussion 3) 	<p>Lesson 5: Optimism</p> <p>Materials:</p> <ul style="list-style-type: none"> ● Turn That Frown Upside Down (RT) <p>Activities:</p> <ol style="list-style-type: none"> 1) Video 2? Discussion 3) Scenarios With Signs 4) Create a Collage
<p>Lesson 6: Optimism</p> <p>Materials:</p> <ul style="list-style-type: none"> ● Level Up Your Mood (RT) <p>Activities:</p> <ol style="list-style-type: none"> 1) Video 2) Discussion 3) Team Game 4) Drawing & Writing 	<p>Lesson7: Self Compassion</p> <p>Materials:</p> <ul style="list-style-type: none"> ● I Like Me! (RT) <p>Activities:</p> <ol style="list-style-type: none"> 1) Video 2) Discussion 3)Class Banner Project 4) Guessing Game 	<p>Lesson 8: Self Compassion</p> <p>Materials:</p> <ul style="list-style-type: none"> ● What do I like about Me? <p>Activities:</p> <ol style="list-style-type: none"> 1) Video 2) Discussion 3) Poster Project 4) Create a Book 	<p>Lesson 9: Self Advocacy</p> <p>Materials:</p> <ul style="list-style-type: none"> ● Get Your Needs Met (RT) <p>Activities:</p> <ol style="list-style-type: none"> 1) Video 2) Discussion 3) Team Game 4) Practice Through the Week 	<p>Lesson 10: Self Advocacy</p> <p>Materials:</p> <ul style="list-style-type: none"> ● Speak Up & Ask! (RT) <p>Activities:</p> <ol style="list-style-type: none"> 1) Video 2) Discussion 3) Scenarios With Signs 4) Acting Game
<p>Lesson 11: Healthy Boundaries</p> <p>Materials:</p> <ul style="list-style-type: none"> ● What's That Feeling? (RT) <p>Activities:</p> <ol style="list-style-type: none"> 1) Video 2) Discussion 3) Call & Response Game 4) Practice Though the Day 	<p>Lesson 12: Healthy Boundaries</p> <p>Materials:</p> <ul style="list-style-type: none"> ● STOP! <p>Activities:</p> <ol style="list-style-type: none"> 1) Video 2) Discussion 3) Movement Scenario Activity 4) Create a Skit 			

Differentiate Instruction, depending on individual student needs (students with an IEP, 504, or Intervention Plan; ELL Students; Students At Risk; Gifted Students) **by:**

Presentation Accommodations

- Use alternate texts at lower readability level
- Work with fewer items per page or line and/or materials in a larger print size
- Use magnification device, screen reader, or Braille / Nemeth Code
- Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone))
- Be given a written list of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with him
- Be given an outline of a lesson
- Be given a copy of teacher's lecture notes
- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts

Response Accommodations

- Use sign language, a communication device, Braille, other technology, or native language other than English
- Dictate answers to a scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class

Setting Accommodations

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher & away from distractions)
- Use special lighting or acoustics
- Take a test in small group setting
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
- Use noise buffers such as headphones, earphones, or earplugs

Timing Accommodations

- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

Scheduling Accommodations

- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

Organization Skills Accommodations

- Use an alarm to help with time management
- Mark texts with a highlighter

Assignment Modifications

- Answer fewer or different test questions
- Create alternate projects or assignments

Curriculum Modifications

- Learn different material (such as continuing to work on multiplication while classmates move on to fractions, or moving ahead to an extension concept/skill while classmates continue to work on a core skill)
- Get graded or assessed using a different standard than the one for classmate