

Grade 3-5 Guidance Curriculum	
Course Title: Physical Education	
Grade 3-5 Matrix	Quick Link
Philosophy	Quick Link
Unit: Self-Understanding and Expression	Quick Link
Unit: Peer Relationships	Quick Link
Unit: Problem Solving and Consequences of Choice	Quick Link
Unit: Accepting Differences in Others	Quick Link
Unit: Communication Skills	Quick Link
Unit: Career Awareness and Exploration	Quick Link
Appendix: Career Ready Practices	Quick Link

Grade 3-5 Guidance Curriculum Matrix		
(Note: Curriculum Matrix based on 180 instructional days; instructional days include assessments.)		
	Units	Instructional Days
4 Marking Periods	Unit: Self-Understanding and Expression	Ongoing
4 Marking Periods	Unit: Peer Relationships	Ongoing
4 Marking Periods	Unit: Problem Solving and Consequences of Choice	Ongoing
4 Marking Periods	Unit: Accepting Differences in Others	Ongoing
4 Marking Periods	Unit: Communication Skills	Ongoing
4 Marking Periods	Unit: Career Awareness and Exploration	Ongoing

Philosophy

The guidance and counseling program for the Florham Park Schools offers services to all students using a variety of experiences and activities. Guidance counselors meet with students individually, in small groups, and for large group guidance lessons in the classroom or during advisory to discuss personal needs, issues, problems or concerns. Guidance lessons are both regularly scheduled and delivered as needed. Students are encouraged to refer themselves to the counselor when a need arises and often teachers, principals, parents and peers will refer students to the counselor as well.

The guidance program is developmentally based and uses a proactive approach for concerns of a social, emotional or academic nature. Large group guidance lessons or advisory topics are based on the district guidance curriculum which addresses the general needs of young children and adolescents through units of study to include self-understanding and expression, peer relationships, problem solving and consequences of choice, accepting differences in others, communication skills, career awareness and exploration, and orientations to new environments. Additional topics are addressed when a need is discovered.

The guidance and counseling program provides support to the school community. Counselors regularly confer with the Child Study Team, teaching teams, and individual teachers. Counselors participate in conferences with teachers and parents, publish articles for the PTA New Notes, present information to families on important topics such as standardized testing, study skills and parenting strategies. The guidance counselors are liaisons between community groups and the schools. The guidance and counseling program provides information on community services and programs that benefit all students and families.

The students occupying our classrooms today are a diverse group, the offspring of an array of familial and cultural backgrounds. They arrive at school with diverse levels of social and emotional maturity. Their experiences and learning needs vary greatly. They reflect a range of levels in academic readiness and interest. Although very different in many respects, each and every child possesses the potential to be a valuable asset to society and should strive for self-fulfillment to better themselves and the world around them. To meet and serve their needs, a guidance program must be designed to address their developmental issues throughout the elementary and middle school years. The guidance program must provide skills and experiences that will enhance their learning and provide support for the community from which they have arrived.

A sound developmental guidance program seeks to recognize and address the uniqueness of the individual learner in the school setting. It strives to assist students through a series of changes as they learn, grow and move positively towards self-enhancement. It allows for the successful progression to a higher academic level and prepares students for coping with life tasks and demands.

A developmental guidance program for the elementary and middle school years combines the most positive aspects of prevention, intervention and remediation strategies while attending to the immediate cognitive, social and emotional needs of the student. In our quests for success, conflicts develop as our needs and desires clash with those of others and the environment in which we live. As children grow, they are faced with many changes, choices and pressures. This program reaches out to guide them through the tumultuous years from childhood to adolescence and into their teens. It teaches them to make choices, which will lead to positive outcomes.

The guidance curriculum is based on the developmental stages, tasks, skills and experiences of the child and adolescent. The goals and objectives of such a program support units of study to promote effective understanding, skill development and formation of a positive, realistic self-concept through experience and education for all the student population. Using an organized and sequential curriculum, information and services are

delivered in a flexible and supportive manner. As an integrated part of the total education process, a developmental guidance program involves all school personnel reaching out and helping all students to learn more effectively and efficiently. Open communication with parents, teachers, other staff members and administrators helps build the ties that form a bond between the students and the school. Under the leadership of trained, professional school counselors continuous services and interventions are provided for all students

The purpose of this curriculum is to establish guidelines upon which the guidance program and its objectives can be based. Descriptors of national standards and state standards are presented for academic development, career development and personal/social development. The philosophy of a developmental guidance program is explained. Objectives for both the elementary years and middle school years are specifically stated. Units of study incorporating the standards and objectives are presented. Resources and materials have been listed along with prevailing themes and benefits. The curriculum allows the counselor the freedom to creatively utilize instructional resources and materials to meet the diverse needs of all students. It also allows the counselor to vary the content and methods of delivery utilized from year to year.

RESPONSIBILITY

It is the responsibility of the guidance counselor as supervised by the school administration to meet the objectives stated in the guidance curriculum. The guidance counselor will be responsible for scheduling group guidance lessons in the classroom or during advisory. The guidance counselor must foster an atmosphere of open communication with the students, staff, parents and administration so that issues and concerns that arise may be addressed. Confidentiality must be insured. It is expected that the guidance counselor will work cooperatively with the administration and staff so that all the objectives of the guidance curriculum can be achieved.

BENEFITS

For Students:

- Includes the entire student population
- Focuses on individual and group needs
- Encourages student input
- Enhances peer interaction
- Provides adult guidance
- Assists in adjustment to difficult situations
- Provides a forum to investigate options
- Enhances awareness of their environment

For Parents:

- Encourages parental input
- Provides guidance in understanding childhood and adolescent issues
- Provides assistance in seeking outside referrals
- Intermediary between teacher and parent
- Assists in adjustment of difficult situations

For Teachers:

- Encourages teacher input
- Assists in parent/school communication
- Promotes counselor as a resource
- Assists in school behavior and conflict issues

- Assists in academic issues

Unit: Self-Understanding and Expression		Grade: 3-5
Unit Summary In this unit, students learn to recognize that everyone has unique abilities, and that is it all right to experience and express a wide range of feelings relating to those abilities. Students also learn that their feelings influence their decisions and actions, and therefore, learn appropriate and constructive ways of expressing their feelings. In addition, students are helped to develop strategies for coping with conflict, stress, and emotions.		
Unit Rationale Students need to understand that each person is unique and has their own strengths and weaknesses. This awareness will allow them to grow into caring and productive members of society.		
NJ Student Learning Standards		
Standards National Standards for School Counseling Programs New Jersey State Standards-Cross Content Work Place Readiness Primary interdisciplinary connections: Personal/Social Development can be applied to all the subject areas including: English Language Arts, Mathematics, Science, Health, Social Studies, Physical Education, Music, Media Literacy, and Art. 21st century themes: See Career Ready Practices Appendix		
CPI#	Cumulative Progress Indicator National Standards for School Counseling Programs Personal/Social Development	
Standard A	Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.	
Standard B	Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.	
Standard C	Students will understand the relationship of academics to the world of work and to life at home and in the community.	
NJ Core Curriculum Content Standards: 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. E. Social and Emotional Health 2.2 Integrated Skills All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle. <ul style="list-style-type: none">● Interpersonal Communication● Decision-Making and Goal Setting● CharacterDevelopment		

2.4 Human Relationships and Sexuality All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.

A. Relationships

Content Statements

- Many factors at home, school, and in the community impact social and emotional health.
- Stress management skills impact an individual's ability to cope with different types of emotional situations
- Effective communication may be a determining factor in the outcome of health- and safety-related situations.
- Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.
- Many health-related situations require the application of a thoughtful decision-making process.
- Character building is influenced by many factors both positive and negative, such as acceptance, discrimination, bullying, abuse, sportsmanship, support, disrespect, and violence.
- Healthy relationships require a mutual commitment.

CPI#	Cumulative Progress Indicator (CPI)
2.1.4.E.1	Compare and contrast how individuals and families attempt to address basic human needs.
2.1.4.E.2	Distinguish among violence, harassment, gang violence, discrimination, and bullying and demonstrate strategies to prevent and resolve these types of conflicts.
2.1.4.E.3	Determine ways to cope with rejection, loss, and separation.
2.1.4.E.4	Summarize the causes of stress and explain ways to deal with stressful situations.
2.2.4.A.1	Summarize the causes of stress and explain ways to deal with stressful situations.
2.2.4.A.2	Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others.
2.2.4.B.1	Use the decision-making process when addressing health-related issues.
2.2.4.B.2	Differentiate between situations when a health-related decision should be made independently or with the help of others.
2.2.4.B.3	Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors.
2.2.4.B.4	Develop a personal health goal and track progress.

2.2.4.C.3	Determine how attitudes and assumptions toward individuals with disabilities may negatively or positively impact them.
2.4.6.A.2	Analyze the characteristics of healthy friendships and other relationships.
2.4.6.A.4	Demonstrate successful resolution of a problem(s) among friends and in other relationships.
Career Ready Practices: CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.	
Enduring Understandings/Goals	Essential Questions
Students will understand that... <ul style="list-style-type: none"> What attitudes, knowledge, and skills contribute to effective learning in school and in life? What knowledge, attitudes, and interpersonal skills are needed to help students understand and respect themselves and others? How do students make decisions, set goals, and then take necessary action to achieve goals? Unit Learning Targets <i>Students will...</i> <ul style="list-style-type: none"> Develop a positive, realistic self-concept. How words and actions affect how others feel. Learn that feelings, goals and behavior are interrelated. Develop strategies for coping with conflict, stress and emotions. Discover and incorporate study strategies consistent with your own learning style. Develop an understanding that one can make a 	<ul style="list-style-type: none"> Words and actions affect how others feel. Feelings, goals, and behaviors are interrelated. There are strategies for coping with conflict, stress, and emotions. It is necessary to incorporate study strategies that are consistent with the student's learning style. One can make a mistake and still be a competent person.

mistake and still be a competent person.		
Lesson	Teaching Points	
Lesson Pace		
	Lesson	Timeframe
	Lesson 1: Avoiding Hurtful Behaviors (Grade 3)	30 minutes
	Lesson 2: Empathy/Friendship (Grade 3)	30 minutes
	Lesson 3: Reflective Listening (Grade 3)	30 minutes
	Lesson 4: Telling or Tattling? (Grade 4)	30 minutes
	Lesson 5: Our Human Rights (Grade 4)	40 minutes
	Lesson 6: Friendly Behaviors (Grade 4)	30 minutes
	Lesson 7: Being Bullied (Grade 5)	30 minutes
	Lesson 8: Passive, Assertive, & Aggressive Communication (Grade 5)	60 minutes
	Lesson 9: Self Control (Grades 3, 4, & 5)	30 minutes
	Lesson 10: Understanding Annoying Behaviors (Grade 5)	30 minutes
	Social Skills Groups	1 lunch period per week
	Peer Leaders	TBD
Teacher Notes:		
<ul style="list-style-type: none">Lesson “titles” above are generic and refer to the topic under discussion – actual lesson materials may differ.		
Skills (Students will be able to...)		
<ul style="list-style-type: none">Critical Thinking and Problem SolvingCommunication and CollaborationLife and Career Skill		

Evidence of Learning (Assessments)	Accommodations and Modifications
<p>Formative Assessments:</p> <ul style="list-style-type: none"> Teacher observation Role Play Discussion Peer interactions with one another Behavior charts Rubrics <p>Summative Assessments:</p> <ul style="list-style-type: none"> The students will establish positive social skills and form friendships with their classmates. The students will practice decision-making skills to set goals and accomplish them afterwards. The students will practice safety survival skills <p>Benchmark Assessments:</p> <ul style="list-style-type: none"> Teachers College Running Records Pre/Post-On-Demand Assessment Learning Progressions <p>Alternative Assessments:</p> <ul style="list-style-type: none"> TC Running Records (Spanish) 	<p>Special Education:</p> <ul style="list-style-type: none"> Curricular Modifications and Guidance for Students Educated in Special Class Settings Subgroup Accommodations and Modifications Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) <p>Differentiation: All games can be modified according to individual needs</p> <ul style="list-style-type: none"> <i>Preview content and concepts</i> <i>Behavior management plan</i> <i>Highlight text</i> <i>Small group setting</i> <p>High-Prep Differentiation:</p> <ul style="list-style-type: none"> <i>Alternative formative and summative assessments</i> <i>Personal agendas</i> <i>Project-based learning</i> <i>Problem-based learning</i> <i>Stations/centers</i> <i>Tiered activities/assignments</i> <i>Varying organizers for instructions</i> <p>Low-Prep Differentiation:</p> <ul style="list-style-type: none"> <i>Clubbing activities</i> <i>Exploration by interest</i> <i>Flexible groupings</i> <p>English Language Learners:</p> <ul style="list-style-type: none"> Subgroup Accommodations and Modifications Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) <p>Students at Risk for Failure:</p> <ul style="list-style-type: none"> Subgroup Accommodations and Modifications Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)

	<div>Gifted and Talented:</div> <ul style="list-style-type: none"> Subgroup Accommodations and Modifications Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) <div>Students with 504 Plans:</div> <ul style="list-style-type: none"> Subgroup Accommodations and Modifications Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)
<div>Core Instructional and Supplemental Materials Professional Resources:</div>	<div>Core Instructional, Supplemental, Instructional, and Intervention Resources:</div>
<div>Core Professional Resources:</div> <ul style="list-style-type: none"> http://www.state.nj.us/education/students/safety/behavior/hib/ http://charactercounts.org/# http://www.goodcharacter.com/ESTopics.html http://www.brainpop.com/educators/community/bp-jr-topic/friends/ <div>Supplemental Professional Resources:</div> <ul style="list-style-type: none"> Lesson Reflection 	<div>Core Instructional Resources:</div> <ul style="list-style-type: none"> http://www.goodcharacter.com/ESTopics.html http://charactercounts.org/lesson-plans/# http://www.goodcharacter.com/YCC/ResolvingConflicts.html Journeys Reading Series Health Text (1st and 2nd grade) Weekly Readers A Bad Case of Stripes; The Bully from the Black Lagoon; Ben Rides On; Spaghetti in a Hotdog Bun; Just Like You; The Juice Box Bully; The Recess Queen; The Bully Blockers Club; The Little Bully; <div>Supplemental Resources:</div> <ul style="list-style-type: none"> The King of the Playground; Sneetches;

	<ul style="list-style-type: none"> • The Worst Day of My Life Ever!; The Recess Queen; • Enemy Pie; • My Mouth is a Volcano <p>Intervention Resources:</p> <ul style="list-style-type: none"> • English Language Learners Day by Day K-6 by Christine M. Celic • LLI Intervention Support
Interdisciplinary Connections	Integration of Technology through NJSLs
<ul style="list-style-type: none"> • Science • Social Studies • Technology • Mathematics • English Language Arts 	<ul style="list-style-type: none"> • Wordle • Digital Books • Wallwisher • Publishing Platforms • Weather Websites
Integration of 21st Century Themes and Skills	Media Literacy Integration
<ul style="list-style-type: none"> • Global Awareness • Financial, Economic, Business, and Entrepreneurial Literacy • Civic Literacy • Health Literacy • Creativity and Innovation • Critical Thinking and Problem Solving • Communication and Collaboration • Information Literacy • Media Literacy • ICT Literacy • Life and Career Skills 	<ul style="list-style-type: none"> • Computer • Publication Software • Projection Software
Career Education	Global Perspective
<ul style="list-style-type: none"> • New Jersey Educational Field Trip • The transformations through the different seasons relate to students' own cultures and their surroundings. • Seasonal celebrations and foods may vary across cultures. 	<ul style="list-style-type: none"> • National Hispanic-Latino Heritage Month • National Disability Employment Awareness Month • National American Indian Heritage Month • Black History Month • National Women's History Month, • National Irish-American Heritage Month

	<ul style="list-style-type: none"> • National Italian American Heritage Month • Asian Pacific American Heritage • Older Americans' Month • Jewish American Heritage Month • Week of Respect • Red Ribbon Week • International Dot Day (September 16)
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Unit: Peer Relationships		Grade: 3-5
<p>Unit Summary In this unit, students learn to be a friend to others and how to navigate within a group while recognizing the rights of the individual. In addition, students learn to recognize and resist negative peer/group pressure.</p> <p>Unit Rationale In this age of increasing collaboration, students need to learn how to work within a group while recognizing the rights of the individual members of the group.</p>		
NJ Student Learning Standards		
<p>Standards National Standards for School Counseling Programs New Jersey State Standards-Cross Content Work Place Readiness Primary interdisciplinary connections: Personal/Social Development can be applied to all the subject areas including: English Language Arts, Mathematics, Science, Health, Social Studies, Physical Education, Music, Media Literacy, and Art. 21st century themes: See Career Ready Practices Appendix</p>		
CPI#	Cumulative Progress Indicator National Standards for School Counseling Programs Personal/Social Development	
Standard A	Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.	
Standard B	Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.	
Standard C	Students will understand the relationship of academics to the world of work and to life at home and in the community.	
	Academic Development	

Standard A	Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.								
Standard B	Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.								
Standard C	Students will understand the relationship of academics to the world of work and to life at home and in the community.								
<p>NJ Core Curriculum Content Standards:</p> <p>2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</p> <p>E. Social and Emotional Health</p> <p>2.2 Integrated Skills All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</p> <ul style="list-style-type: none"> • Interpersonal Communication • Decision-Making and Goal Setting • CharacterDevelopment <p>2.4 Human Relationships and Sexuality All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.</p> <p>A. Relationships</p> <p>Content Statements</p> <ul style="list-style-type: none"> • Healthy relationships require a mutual commitment. • Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts. <table border="1"> <thead> <tr> <th>CPI#</th><th>Cumulative Progress Indicator (CPI)</th></tr> </thead> <tbody> <tr> <td>2.4.6.A.2</td><td>Analyze the characteristics of healthy friendships and other relationships.</td></tr> <tr> <td>2.4.6.A.4</td><td>Demonstrate successful resolution of a problem(s) among friends and in other relationships.</td></tr> <tr> <td>2.2.6.A.2</td><td>Demonstrate use of refusal, negotiation, and assertiveness skills in different situations.</td></tr> </tbody> </table> <p>Career Ready Practices:</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p>		CPI#	Cumulative Progress Indicator (CPI)	2.4.6.A.2	Analyze the characteristics of healthy friendships and other relationships.	2.4.6.A.4	Demonstrate successful resolution of a problem(s) among friends and in other relationships.	2.2.6.A.2	Demonstrate use of refusal, negotiation, and assertiveness skills in different situations.
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2.2.6.A.2	Demonstrate use of refusal, negotiation, and assertiveness skills in different situations.								

<p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>		
Enduring Understandings/Goals		Essential Questions
<p>Students will understand that...</p> <ul style="list-style-type: none"> It is important to resist negative peer/group pressure. How to be a good friend. Personal behavior affects group dynamics. There are skills that need to be acquired to function effectively in a group. There are methods of handling hurtful behavior. There are benefits to being kind to others. Individuals within a group have rights. <p>Unit Learning Targets</p> <p><i>Students will...</i></p> <ul style="list-style-type: none"> Demonstrate the ability to recognize and resist negative peer or group pressure. Understand what it means to be a friend. Recognize how personal behavior affects group dynamics. Demonstrate the skills needed to function effectively in groups. Learn methods of handling hurtful behavior. Recognize the benefits of being kind to others. Recognize individual rights. 		<ul style="list-style-type: none"> How does one recognize and resist negative peer/group pressure? What does it mean to be a friend? How does personal behavior affect group dynamics? What skills are needed to function effectively in a group? What are the benefits of kind to others? What rights does the individual have within the group?
Lesson	Teaching Points	

Lesson Pace		
	Lesson	Timeframe
	Lesson 1: Self Control (Grades 3, 4, & 5)	30 minutes
	Lesson 2: Empathy/Friendship (Grade 3)	40 minutes
	Lesson 3: Avoiding Hurtful Behaviors (Grade 3)	30 minutes
	Lesson 4: Our Human Rights (Grade 4)	30 minutes
	Lesson 5: Friendly Behaviors (Grade 4)	30 minutes
	Lesson 6: Telling or Tattling (Grade 4)	30 minutes
	Lesson 7: Understanding Annoying Behaviors (Grade 5)	30 minutes
	Lesson 8: Being Bullied (Grade 5)	30 minutes
	Lesson 9: Passive, Assertive, & Aggressive Communication (Grade 5)	60 minutes
	Social Skills Groups	1 lunch period per week
	Peer Leaders	TBD
Teacher Notes:		
<ul style="list-style-type: none"> Lesson “titles” above are generic and refer to the topic under discussion – actual lesson materials may differ. 		
<ul style="list-style-type: none"> Skills (Students will be able to...) 		

Evidence of Learning (Assessments)	Accommodations and Modifications
Formative Assessments:	Special Education:

<ul style="list-style-type: none"> • Teacher observation • Role Play • Discussion • Rubrics • Conferences • Student checklist • Student Portfolios 	<ul style="list-style-type: none"> • Curricular Modifications and Guidance for Students Educated in Special Class Settings • Subgroup Accommodations and Modifications • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)
Summative Assessments:	Differentiation:
<ul style="list-style-type: none"> • Students will set goals according to rubrics, checklists, and conferences. • The outcomes will then be assessed through student portfolios. 	<p>All games can be modified according to individual needs</p> <ul style="list-style-type: none"> • <i>Preview content and concepts</i> • <i>Behavior management plan</i> • <i>Highlight text</i> • <i>Small group setting</i>
Benchmark Assessments:	High-Prep Differentiation:
<ul style="list-style-type: none"> • Teachers College Running Records • Pre/Post-On-Demand Assessment • Learning Progressions 	<ul style="list-style-type: none"> • <i>Alternative formative and summative assessments</i> • <i>Personal agendas</i> • <i>Project-based learning</i> • <i>Problem-based learning</i> • <i>Stations/centers</i> • <i>Tiered activities/assignments</i> • <i>Varying organizers for instructions</i>
Alternative Assessments:	Low-Prep Differentiation:
<ul style="list-style-type: none"> • TC Running Records (Spanish) 	<ul style="list-style-type: none"> • <i>Clubbing activities</i> • <i>Exploration by interest</i> • <i>Flexible groupings</i>
	English Language Learners:
	<ul style="list-style-type: none"> • Subgroup Accommodations and Modifications • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)
	Students at Risk for Failure:
	<ul style="list-style-type: none"> • Subgroup Accommodations and Modifications • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)
	Gifted and Talented:
	<ul style="list-style-type: none"> • Subgroup Accommodations and Modifications • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)

	<p>Students with 504 Plans:</p> <ul style="list-style-type: none"> • Subgroup Accommodations and Modifications • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)
<p>Core Instructional and Supplemental Materials Professional Resources:</p>	<p>Core Instructional, Supplemental, Instructional, and Intervention Resources:</p>
<p>Core Professional Resources:</p> <ul style="list-style-type: none"> • http://www.state.nj.us/education/students/safety/behavior/hib/ • http://rubistar.4teachers.org/ <p>Supplemental Professional Resources:</p> <ul style="list-style-type: none"> • Lesson Reflection 	<p>Core Instructional Resources:</p> <ul style="list-style-type: none"> • http://www.goodcharacter.com/ESTopics.html • http://charactercounts.org/lesson-plans/# • http://www.goodcharacter.com/YCC/ResolvingConflicts.html • Journeys Reading Series • A Bad Case of Stripes; • The Bully from the Black Lagoon; Ben Rides On; • Spaghetti in a Hotdog Bun; • Just Like You; • The Juice Box Bully; • The Recess Queen; • The Bully Blockers Club; • The Little Bully; <p>Supplemental Resources:</p> <ul style="list-style-type: none"> • The King of the Playground; Sneetches; • The Worst Day of My Life Ever!; The Recess Queen; • Enemy Pie; • My Mouth is a Volcano <p>Intervention Resources:</p> <ul style="list-style-type: none"> • English Language Learners Day by Day K-6 by Christine M. Celic

	<ul style="list-style-type: none"> • LLI Intervention Support
Interdisciplinary Connections	Integration of Technology through NJSLs
<ul style="list-style-type: none"> • Science • Social Studies • Technology • Mathematics • English Language Arts 	<ul style="list-style-type: none"> • Wordle • Digital Books • Wallwisher • Publishing Platforms • Weather Websites
Integration of 21st Century Themes and Skills	Media Literacy Integration
<ul style="list-style-type: none"> • Global Awareness • Financial, Economic, Business, and Entrepreneurial Literacy • Civic Literacy • Health Literacy • Creativity and Innovation • Critical Thinking and Problem Solving • Communication and Collaboration • Information Literacy • Media Literacy • ICT Literacy • Life and Career Skills 	<ul style="list-style-type: none"> • Students can build their academic development through technology in the following ways: reading through e-readers/websites (www.startfall.com) • writing using word processing • viewing learning videos (Brain Pop Jr.) • applying math skills through interactive websites (www.fun4thebrain.com, www.funschool.com) • practicing sight words through (www.abcya.com) etc.
Career Education	Global Perspective
<ul style="list-style-type: none"> • New Jersey Educational Field Trip • The transformations through the different seasons relate to students' own cultures and their surroundings. • Seasonal celebrations and foods may vary across cultures. 	<ul style="list-style-type: none"> • National Hispanic-Latino Heritage Month • National Disability Employment Awareness Month • National American Indian Heritage Month • Black History Month • National Women's History Month, • National Irish-American Heritage Month • National Italian American Heritage Month • Asian Pacific American Heritage • Older Americans' Month • Jewish American Heritage Month • Week of Respect • Red Ribbon Week • International Dot Day (September 16)

Unit: Problem Solving and Consequences of Choice		Grade: 3-5
Unit Summary In this unit, students learn ways to identify and resolve conflict. In addition, they learn those behaviors that comply with the Florham Park School District Code of Conduct; and they learn to be responsible for their own behaviors.		
Unit Rationale By signing the Florham Park School District's Code of Conduct, students are taking responsibility for managing their own behaviors – this unit supports that.		
NJ Student Learning Standards		
Standards National Standards for School Counseling Programs New Jersey State Standards-Cross Content Work Place Readiness Primary interdisciplinary connections: Personal/Social Development can be applied to all the subject areas including: English Language Arts, Mathematics, Science, Health, Social Studies, Physical Education, Music, Media Literacy, and Art. 21st century themes: See Career Ready Practices Appendix		
CPI#	Cumulative Progress Indicator National Standards for School Counseling Programs Personal/Social Development	
Standard A	Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.	
Standard B	Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.	
Standard C	Students will understand the relationship of academics to the world of work and to life at home and in the community.	
	Academic Development	
Standard A	Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.	
Standard B	Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.	

Standard C	Students will understand the relationship of academics to the world of work and to life at home and in the community.
<p>NJ Core Curriculum Content Standards:</p> <p>2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</p> <p>E. Social and Emotional Health</p> <p>2.2 Integrated Skills All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</p> <ul style="list-style-type: none"> • Interpersonal Communication • Decision-Making and Goal Setting • CharacterDevelopment <p>2.4 Human Relationships and Sexuality All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.</p> <p>A. Relationships</p> <p>Content Statements</p> <ul style="list-style-type: none"> • Healthy relationships require a mutual commitment. • Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts. • Every health-related decision has short- and long-term consequences and affects the ability to reach health goals. <p>Personal core ethical values impact the behavior of oneself and others.</p>	
CPI#	Cumulative Progress Indicator (CPI)
2.4.6.A.2	Analyze the characteristics of healthy friendships and other relationships.
2.4.6.A.4	Demonstrate successful resolution of a problem(s) among friends and in other relationships.
2.2.6.A.2	Demonstrate use of refusal, negotiation, and assertiveness skills in different situations.
2.2.6.B.1	Use effective decision-making strategies.
2.2.6.B.3	Determine how conflicting interests may influence one's decisions.
2.2.6.C.1	Explain how character and core ethical values can be useful in addressing challenging situations.
<p>Career Ready Practices:</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p>	

<p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>	
Enduring Understandings/Goals	Essential Questions
<p>Students will understand that...</p> <ul style="list-style-type: none"> • The meaning of conflict. • How to resolve problems that arise while working in groups • One is responsible for their own behavior. • That by signing the Code of Conduct, one is accepting responsibility for behaving in accordance with the Code. • It is important to identify the factors that influence personal decisions. <p>Unit Learning Targets</p> <p><i>Students will...</i></p> <ul style="list-style-type: none"> • Be able to define the meaning of conflict. • Be able to resolve problems that arise while working in groups • Demonstrate responsible behaviors that support personal safety, well-being, and compliance with the Florham Park Code of Conduct as specified in the District Handbook. • Understand the responsibility for your own behavior. • Identify factors that influence personal decisions. 	<ul style="list-style-type: none"> • What is the meaning of conflict? • How does one resolve problems that arise while working in groups? • What are those responsible behaviors specified in the Code of Conduct? • What are some facts that influence personal decisions?
Lesson	Teaching Points

Lesson Pace		
	Lesson	Timeframe
	Lesson 1: Self Control (Grades 3, 4, & 5)	30 minutes
	Lesson 2: Empathy/Friendship (Grade 3)	40 minutes
	Lesson 3: Avoiding Hurtful Behaviors (Grade 3)	30 minutes
	Lesson 4: Our Human Rights (Grade 4)	30 minutes
	Lesson 5: Friendly Behaviors (Grade 4)	30 minutes
	Lesson 6: Telling or Tattling (Grade 4)	30 minutes
	Lesson 7: Understanding Annoying Behaviors (Grade 5)	30 minutes
	Lesson 8: Being Bullied (Grade 5)	30 minutes
	Lesson 9: Passive, Assertive, & Aggressive Communication (Grade 5)	60 minutes
	Social Skills Groups	1 lunch period per week
	Peer Leaders	TBD
Teacher Notes:		
<ul style="list-style-type: none"> Lesson “titles” above are generic and refer to the topic under discussion – actual lesson materials may differ. 		
<ul style="list-style-type: none"> Skills (Students will be able to...) 		

Evidence of Learning (Assessments)	Accommodations and Modifications
Formative Assessments:	Special Education:

<ul style="list-style-type: none"> • Teacher observation • Role Play • Discussion • Rubrics • Conferences • Student checklist • Cooperative learning groups • Problem based learning projects 	<ul style="list-style-type: none"> • Curricular Modifications and Guidance for Students Educated in Special Class Settings • Subgroup Accommodations and Modifications • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)
Summative Assessments:	<i>Differentiation:</i>
<ul style="list-style-type: none"> • Students will set goals according to rubrics, checklists, and conferences. • The outcomes will then be assessed through student portfolios. 	All games can be modified according to individual needs
Benchmark Assessments:	<ul style="list-style-type: none"> • <i>Preview content and concepts</i> • <i>Behavior management plan</i> • <i>Highlight text</i> • <i>Small group setting</i>
<ul style="list-style-type: none"> • Teachers College Running Records • Pre/Post-On-Demand Assessment • Learning Progressions 	<i>High-Prep Differentiation:</i>
Alternative Assessments:	<ul style="list-style-type: none"> • <i>Alternative formative and summative assessments</i> • <i>Personal agendas</i> • <i>Project-based learning</i> • <i>Problem-based learning</i> • <i>Stations/centers</i> • <i>Tiered activities/assignments</i> • <i>Varying organizers for instructions</i>
<ul style="list-style-type: none"> • TC Running Records (Spanish) 	<i>Low-Prep Differentiation:</i>
	<ul style="list-style-type: none"> • <i>Clubbing activities</i> • <i>Exploration by interest</i> • <i>Flexible groupings</i>
	English Language Learners:
	<ul style="list-style-type: none"> • Subgroup Accommodations and Modifications • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)
	Students at Risk for Failure:
	<ul style="list-style-type: none"> • Subgroup Accommodations and Modifications • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)
	Gifted and Talented:
	<ul style="list-style-type: none"> • Subgroup Accommodations and Modifications • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)

	Students with 504 Plans: <ul style="list-style-type: none"> Subgroup Accommodations and Modifications Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)
Core Instructional and Supplemental Materials Professional Resources:	Core Instructional, Supplemental, Instructional, and Intervention Resources:
Core Professional Resources: <ul style="list-style-type: none"> http://www.state.nj.us/education/students/safety/behavior/hib/ http://www.brainpopjr.com/socialstudies/communities/communityhelpers/grownups.weml Supplemental Professional Resources: <ul style="list-style-type: none"> Lesson Reflection 	Core Instructional Resources: <ul style="list-style-type: none"> http://www.goodcharacter.com/ESTopics.html http://charactercounts.org/lesson-plans/# http://www.goodcharacter.com/YCC/ResolvingConflicts.html The Berenstain Bears Visit the Dentist Places in My Community Journeys reading series Weekly Readers Health text (1st and 2nd grade) Supplemental Resources: <ul style="list-style-type: none"> The King of the Playground; Sneetches; The Worst Day of My Life Ever!; The Recess Queen; Enemy Pie; My Mouth is a Volcano Intervention Resources: <ul style="list-style-type: none"> English Language Learners Day by Day K-6 by Christine M. Celic LLI Intervention Support
Interdisciplinary Connections	Integration of Technology through NJSLs

<ul style="list-style-type: none"> • Science • Social Studies • Technology • Mathematics • English Language Arts 	<ul style="list-style-type: none"> • Wordle • Digital Books • Wallwisher • Publishing Platforms • Weather Websites
Integration of 21st Century Themes and Skills	Media Literacy Integration
<ul style="list-style-type: none"> • Global Awareness • Financial, Economic, Business, and Entrepreneurial Literacy • Civic Literacy • Health Literacy • Creativity and Innovation • Critical Thinking and Problem Solving • Communication and Collaboration • Information Literacy • Media Literacy • ICT Literacy • Life and Career Skills 	<ul style="list-style-type: none"> • Students can build their academic development through technology in the following ways: reading through e-readers/websites (www.startfall.com) • writing using word processing • viewing learning videos (Brain Pop Jr.) • applying math skills through interactive websites (www.fun4thebrain.com, www.funschool.com) • practicing sight words through (www.abcya.com) etc.
Career Education	Global Perspective
<ul style="list-style-type: none"> • New Jersey Educational Field Trip • The transformations through the different seasons relate to students' own cultures and their surroundings. • Seasonal celebrations and foods may vary across cultures. 	<ul style="list-style-type: none"> • National Hispanic-Latino Heritage Month • National Disability Employment Awareness Month • National American Indian Heritage Month • Black History Month • National Women's History Month, • National Irish-American Heritage Month • National Italian American Heritage Month • Asian Pacific American Heritage • Older Americans' Month • Jewish American Heritage Month • Week of Respect • Red Ribbon Week • International Dot Day (September 16)

Unit: Accepting Differences in Others		Grade: 3-5
Unit Summary In this unit, students learn that it is important to respect that all people have strengths and weaknesses, and to judge a person by what they do and say. Students need to look for the ways that they are similar to others, rather than focus on how they are different.		
Unit Rationale Students need to take responsibility for their own behaviors and in doing so, need to accept that people have both similarities and differences. Children need to be respectful of the differences of others, while focusing on the similarities.		
NJ Student Learning Standards		
Standards National Standards for School Counseling Programs New Jersey State Standards-Cross Content Work Place Readiness Primary interdisciplinary connections: Personal/Social Development can be applied to all the subject areas including: English Language Arts, Mathematics, Science, Health, Social Studies, Physical Education, Music, Media Literacy, and Art. 21st century themes: See Career Ready Practices Appendix		
CPI#	Cumulative Progress Indicator National Standards for School Counseling Programs Personal/Social Development	
Standard A	Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.	
Standard B	Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.	
Standard C	Students will understand the relationship of academics to the world of work and to life at home and in the community.	
	Academic Development	
Standard A	Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.	
Standard B	Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.	
Standard C	Students will understand the relationship of academics to the world of work and to life at home and in the community.	

NJ Core Curriculum Content Standards:

2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

E. Social and Emotional Health

2.2 Integrated Skills All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

- Interpersonal Communication
- Decision-Making and Goal Setting
- Character Development

2.4 Human Relationships and Sexuality All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.

A. Relationships**Content Statements**

- Healthy relationships require a mutual commitment.
 - Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.
 - Every health-related decision has short- and long-term consequences and affects the ability to reach health goals.
- Personal core ethical values impact the behavior of oneself and others.

CPI#	Cumulative Progress Indicator (CPI)
2.4.6.A.2	Analyze the characteristics of healthy friendships and other relationships.
2.1.2.E.1	Identify basic social and emotional needs of all people.
2.2.4.C.3	Determine how attitudes and assumptions toward individuals with disabilities may negatively or positively impact them.
2.2.6.C.3	Develop ways to proactively include peers with disabilities at home, at school, and in community activities.
2.4.6.A.2	Analyze the characteristics of healthy friendships and other relationships.

Career Ready Practices:

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.	
Enduring Understandings/Goals	Essential Questions
<p>Students will understand that...</p> <ul style="list-style-type: none"> One must assume personal responsibility for respecting the opinions of others and working cooperatively with other people. All human beings have needs. All human beings are worthy. All people have different strengths and weaknesses. It is important to recognize similarities in other people. <p>Unit Learning Targets</p> <p><i>Students will...</i></p> <ul style="list-style-type: none"> Assume personal responsibility for respecting differing opinions and working cooperatively with others. Recognize the personal needs and worth of all human beings. Demonstrate appreciation and respect for differences in others. Appreciate that children have different strengths and weaknesses. Recognize similarities in others. 	<ul style="list-style-type: none"> What are the personal needs of other people? How does one show appreciation and respect for differences in other people? How are people similar?
Lesson	Teaching Points

Lesson Pace		
	Lesson	Timeframe
	Lesson 1: Self Control (Grades 3, 4, & 5)	30 minutes
	Lesson 2: Empathy/Friendship (Grade 3)	40 minutes
	Lesson 3: Avoiding Hurtful Behaviors (Grade 3)	30 minutes
	Lesson 4: Our Human Rights (Grade 4)	30 minutes
	Lesson 5: Respecting Differences (Grade 5)	30 minutes
	Lesson 6: Understanding Annoying Behaviors (Grade 5)	30 minutes
	Lesson 7: Being Bullied (Grade 5)	30 minutes
	Social Skills Groups	1 lunch period per week
	Peer Leaders	TBD
Teacher Notes:		
<ul style="list-style-type: none"> Lesson “titles” above are generic and refer to the topic under discussion – actual lesson materials may differ. 		
<ul style="list-style-type: none"> Skills (Students will be able to...) 		

Evidence of Learning (Assessments)	Accommodations and Modifications
Formative Assessments: <ul style="list-style-type: none"> Teacher observation Role Play Discussion Rubrics Conferences 	Special Education: <ul style="list-style-type: none"> Curricular Modifications and Guidance for Students Educated in Special Class Settings Subgroup Accommodations and Modifications Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)

<ul style="list-style-type: none"> • Student checklist • Cooperative learning groups • Problem based learning projects 	<p><i>Differentiation:</i> All games can be modified according to individual needs</p> <ul style="list-style-type: none"> • <i>Preview content and concepts</i> • <i>Behavior management plan</i> • <i>Highlight text</i> • <i>Small group setting</i> <p><i>High-Prep Differentiation:</i></p> <ul style="list-style-type: none"> • <i>Alternative formative and summative assessments</i> • <i>Personal agendas</i> • <i>Project-based learning</i> • <i>Problem-based learning</i> • <i>Stations/centers</i> • <i>Tiered activities/assignments</i> • <i>Varying organizers for instructions</i> <p><i>Low-Prep Differentiation:</i></p> <ul style="list-style-type: none"> • <i>Clubbing activities</i> • <i>Exploration by interest</i> • <i>Flexible groupings</i>
<p>Summative Assessments:</p>	
<ul style="list-style-type: none"> • Students will set goals according to rubrics, checklists, and conferences. • The outcomes will then be assessed through student portfolios. 	
<p>Benchmark Assessments:</p>	
<ul style="list-style-type: none"> • Teachers College Running Records • Pre/Post-On-Demand Assessment • Learning Progressions 	
<p>Alternative Assessments:</p>	
<ul style="list-style-type: none"> • TC Running Records (Spanish) 	<p>English Language Learners:</p> <ul style="list-style-type: none"> • Subgroup Accommodations and Modifications • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) <p>Students at Risk for Failure:</p> <ul style="list-style-type: none"> • Subgroup Accommodations and Modifications • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) <p>Gifted and Talented:</p> <ul style="list-style-type: none"> • Subgroup Accommodations and Modifications • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) <p>Students with 504 Plans:</p> <ul style="list-style-type: none"> • Subgroup Accommodations and Modifications • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)

Core Instructional and Supplemental Materials Professional Resources:	Core Instructional, Supplemental, Instructional, and Intervention Resources:
<div>Core Professional Resources:</div> <ul style="list-style-type: none"> • http://www.state.nj.us/education/students/safety/behavior/hib/ • http://www.brainpopjr.com/socialstudies/communities/communityhelpers/grownups.weml <div>Supplemental Professional Resources:</div> <ul style="list-style-type: none"> • Lesson Reflection 	<div>Core Instructional Resources:</div> <ul style="list-style-type: none"> • http://www.goodcharacter.com/ESTopics.html • http://charactercounts.org/lesson-plans/# • http://www.goodcharacter.com/YCC/ResolvingConflicts.html • The Berenstain Bears Visit the Dentist • Places in My Community • Journeys reading series • Weekly Readers • Health text (1st and 2nd grade) <div>Supplemental Resources:</div> <ul style="list-style-type: none"> • The King of the Playground; Sneetches; • The Worst Day of My Life Ever!; The Recess Queen; • Enemy Pie; • My Mouth is a Volcano <div>Intervention Resources:</div> <ul style="list-style-type: none"> • English Language Learners Day by Day K-6 by Christine M. Celic • LLI Intervention Support
Interdisciplinary Connections	Integration of Technology through NJSLs
<ul style="list-style-type: none"> • Science • Social Studies • Technology • Mathematics • English Language Arts 	<ul style="list-style-type: none"> • Wordle • Digital Books • Wallwisher • Publishing Platforms • Weather Websites

Integration of 21st Century Themes and Skills	Media Literacy Integration
<ul style="list-style-type: none"> • Global Awareness • Financial, Economic, Business, and Entrepreneurial Literacy • Civic Literacy • Health Literacy • Creativity and Innovation • Critical Thinking and Problem Solving • Communication and Collaboration • Information Literacy • Media Literacy • ICT Literacy • Life and Career Skills 	<ul style="list-style-type: none"> • Students can build their academic development through technology in the following ways: reading through e-readers/websites (www.startfall.com) • writing using word processing • viewing learning videos (Brain Pop Jr.) • applying math skills through interactive websites (www.fun4thebrain.com, www.funschool.com) • practicing sight words through (www.abcy.com) etc.
Career Education	Global Perspective
<ul style="list-style-type: none"> • New Jersey Educational Field Trip • The transformations through the different seasons relate to students' own cultures and their surroundings. • Seasonal celebrations and foods may vary across cultures. 	<ul style="list-style-type: none"> • National Hispanic-Latino Heritage Month • National Disability Employment Awareness Month • National American Indian Heritage Month • Black History Month • National Women's History Month, • National Irish-American Heritage Month • National Italian American Heritage Month • Asian Pacific American Heritage • Older Americans' Month • Jewish American Heritage Month • Week of Respect • Red Ribbon Week • International Dot Day (September 16)

Unit: Communication Skills	Grade: 3-5
<p>Unit Summary</p> <p>In this unit students learn to communicate with others to get their points across in a positive manner. Students also learn to take into consideration the feelings of the person with whom they are speaking. Students learn that communication consists of not only the words they speak, the way the words are spoken, and the body language that accompanies those words.</p> <p>Unit Rationale</p> <p>During the elementary school years, children begin to interact with peers and adults independently of their parents. Children need to learn to communicate effectively so they are understood by other children and the adults with whom they have contact. Children need to learn that meaning is determined by the actual words used, and by the tone of voice and body language accompanying those words.</p>	
NJ Student Learning Standards	

Standards

National Standards for School Counseling Programs

New Jersey State Standards-Cross Content Work Place Readiness

Primary interdisciplinary connections: Personal/Social Development can be applied to all the subject areas including: English Language Arts, Mathematics, Science, Health, Social Studies, Physical Education, Music, Media Literacy, and Art.

21st century themes: [See Career Ready Practices Appendix](#)

CPI#	Cumulative Progress Indicator National Standards for School Counseling Programs Personal/Social Development
Standard A	Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.
Standard B	Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.
Standard C	Students will understand the relationship of academics to the world of work and to life at home and in the community.
	Academic Development
Standard A	Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.
Standard B	Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.
Standard C	Students will understand the relationship of academics to the world of work and to life at home and in the community.

NJ Core Curriculum Content Standards:

2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

E. Social and Emotional Health

2.2 Integrated Skills All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

- Interpersonal Communication
- Decision-Making and Goal Setting
- CharacterDevelopment

2.4 Human Relationships and Sexuality All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.

A. Relationships

Content Statements

- Many factors at home, school, and in the community impact social and emotional health.
 - Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflict
 - Character building is influenced by many factors both positive and negative, such as acceptance, discrimination, bullying, abuse, sportsmanship, support, disrespect, and violence.
 - Personal core ethical values impact the behavior of oneself and others.
 - Healthy relationships require a mutual commitment.
- Presentation of Knowledge and Ideas

CPI#	Cumulative Progress Indicator (CPI)
2.4.6.A.2	Analyze the characteristics of healthy friendships and other relationships.
2.1.2.E.2	Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.
2.2.4.C.3	Determine how attitudes and assumptions toward individuals with disabilities may negatively or positively impact them.
2.2.6.C.1	Explain how character and core ethical values can be useful in addressing challenging situations.
2.4.6.A.2	Analyze the characteristics of healthy friendships and other relationships.
2.4.6.A.4	Demonstrate successful resolution of a problem(s) among friends and in other relationships.
CCSS.ELA- Literacy.SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
CCSS.ELA- Literacy.SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification
CCSS.ELA- Literacy.SL.4.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
CCSS.ELA- Literacy.SL.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when

	appropriate to task and situation.
CCSS.ELA- Literacy.SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
Career Ready Practices: CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.	
Enduring Understandings/Goals	Essential Questions
Students will understand that... <ul style="list-style-type: none"> Thoughts, feelings, and needs are to be presented in a positive manner. Active listening is part of effective communication. It is important to understand how others feel and to communicate with sensitivity towards those feelings. Tone of voice and body language affect communications. It is important to communicate positively in conflict situations. It is important to be able to effectively communicate information to others. Unit Learning Target <i>Students will...</i> <ul style="list-style-type: none"> Communicate thoughts, feelings and needs in a positive manner. Demonstrate effective communication skills by actively listening and responding appropriately. Understand how others feel and communicate with 	<ul style="list-style-type: none"> Why is it important to communicate with sensitivity? How does tone of voice and body language affect communication? How does one communicate in a conflict situation? How does one effectively present information to others?

sensitivity. Understand the importance of voice tone and body language.		
<ul style="list-style-type: none">• Demonstrate how to communicate positively in a conflict situation.• Present information to classmates.		
Lesson	Teaching Points	
Lesson Pace		
	Lesson	Timeframe
	Lesson 1: Self Control (Grades 3, 4, & 5)	30 minutes
	Lesson 2: Empathy/Friendship (Grade 3)	40 minutes
	Lesson 3: Reflective Listening (Grade 3)	30 minutes
	Lesson 4: Our Human Rights (Grade 4)	30 minutes
	Lesson 5: Passive, Assertive, & Aggressive Communication	60 minutes
	Lesson 6: Understanding Annoying Behaviors (Grade 5)	30 minutes
	Lesson 7: Being Bullied (Grade 5)	30 minutes
	Social Skills Groups	1 lunch period per week
	Peer Leaders	TBD
Teacher Notes:		
<ul style="list-style-type: none">• Lesson “titles” above are generic and refer to the topic under discussion – actual lesson materials may differ.		
<ul style="list-style-type: none">• Skills (Students will be able to...)		

Evidence of Learning (Assessments)	Accommodations and Modifications
<div data-bbox="254 313 1033 378">Formative Assessments:</div> <ul data-bbox="317 394 1033 605" style="list-style-type: none"> • Teacher observation • Role Play • Discussion • Rubrics • Conferences • Student checklist • Cooperative learning groups • Problem based learning projects <div data-bbox="254 621 1033 678">Summative Assessments:</div> <ul data-bbox="317 695 1033 751" style="list-style-type: none"> • Students will set goals according to rubrics, checklists, and conferences. • The outcomes will then be assessed through student portfolios. <div data-bbox="254 768 1033 824">Benchmark Assessments:</div> <ul data-bbox="317 841 1033 922" style="list-style-type: none"> • Teachers College Running Records • Pre/Post-On-Demand Assessment • Learning Progressions <div data-bbox="254 938 1033 995">Alternative Assessments:</div> <ul data-bbox="317 1011 1033 1044" style="list-style-type: none"> • TC Running Records (Spanish) 	<div data-bbox="1066 313 1850 378">Special Education:</div> <ul data-bbox="1129 394 1850 524" style="list-style-type: none"> • Curricular Modifications and Guidance for Students Educated in Special Class Settings • Subgroup Accommodations and Modifications • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) <p data-bbox="1066 524 1850 548">Differentiation:</p> <p data-bbox="1066 548 1850 573">All games can be modified according to individual needs</p> <ul data-bbox="1129 573 1850 678" style="list-style-type: none"> • <i>Preview content and concepts</i> • <i>Behavior management plan</i> • <i>Highlight text</i> • <i>Small group setting</i> <p data-bbox="1066 678 1850 703">High-Prep Differentiation:</p> <ul data-bbox="1129 703 1850 881" style="list-style-type: none"> • <i>Alternative formative and summative assessments</i> • <i>Personal agendas</i> • <i>Project-based learning</i> • <i>Problem-based learning</i> • <i>Stations/centers</i> • <i>Tiered activities/assignments</i> • <i>Varying organizers for instructions</i> <p data-bbox="1066 881 1850 906">Low-Prep Differentiation:</p> <ul data-bbox="1129 906 1850 995" style="list-style-type: none"> • <i>Clubbing activities</i> • <i>Exploration by interest</i> • <i>Flexible groupings</i> <div data-bbox="1066 1011 1850 1068">English Language Learners:</div> <ul data-bbox="1129 1084 1850 1166" style="list-style-type: none"> • Subgroup Accommodations and Modifications • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) <div data-bbox="1066 1182 1850 1239">Students at Risk for Failure:</div> <ul data-bbox="1129 1255 1850 1336" style="list-style-type: none"> • Subgroup Accommodations and Modifications • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)

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Interdisciplinary Connections	Integration of Technology through NJSLs
<ul style="list-style-type: none"> • Science • Social Studies • Technology • Mathematics • English Language Arts 	<ul style="list-style-type: none"> • Wordle • Digital Books • Wallwisher • Publishing Platforms • Weather Websites
Integration of 21st Century Themes and Skills	Media Literacy Integration
<ul style="list-style-type: none"> • Global Awareness • Financial, Economic, Business, and Entrepreneurial Literacy • Civic Literacy • Health Literacy • Creativity and Innovation • Critical Thinking and Problem Solving • Communication and Collaboration • Information Literacy • Media Literacy • ICT Literacy • Life and Career Skills 	<ul style="list-style-type: none"> • Students can build their academic development through technology in the following ways: reading through e-readers/websites (www.startfall.com) • writing using word processing • viewing learning videos (Brain Pop Jr.) • applying math skills through interactive websites (www.fun4thebrain.com, www.funschool.com) • practicing sight words through (www.abcya.com) etc.
Career Education	Global Perspective
<ul style="list-style-type: none"> • New Jersey Educational Field Trip • The transformations through the different seasons relate to students' own cultures and their surroundings. • Seasonal celebrations and foods may vary across cultures. 	<ul style="list-style-type: none"> • National Hispanic-Latino Heritage Month • National Disability Employment Awareness Month • National American Indian Heritage Month • Black History Month • National Women's History Month, • National Irish-American Heritage Month • National Italian American Heritage Month • Asian Pacific American Heritage • Older Americans' Month • Jewish American Heritage Month • Week of Respect • Red Ribbon Week • International Dot Day (September 16)

Unit: Career Awareness and Exploration		Grade: 3-5
<p>Unit Summary In this unit, students learn what a career is – that careers are work that is satisfying to the individual and is something that a person prepares for through education, training, and experiences. Students have the opportunity to research various careers and to learn about different careers from people in those careers on Career Day</p> <p>Unit Rationale As the goal of an education in America is to prepare a person for the world of work, it is necessary to provide students with experiences that teach them about different careers they might have when they grow up.</p>		
NJ Student Learning Standards		
<p>Standards National Standards for School Counseling Programs New Jersey State Standards-Cross Content Work Place Readiness Primary interdisciplinary connections: Personal/Social Development can be applied to all the subject areas including: English Language Arts, Mathematics, Science, Health, Social Studies, Physical Education, Music, Media Literacy, and Art. 21st century themes: See Career Ready Practices Appendix</p>		
CPI#	Cumulative Progress Indicator National Standards for School Counseling Programs Personal/Social Development	
Standard A	Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.	
Standard B	Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.	
Standard C	Students will understand the relationship of academics to the world of work and to life at home and in the community.	
	Academic Development	
Standard A	Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.	

Standard B	Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.
Standard C	Students will understand the relationship of academics to the world of work and to life at home and in the community.
<p>NJ Core Curriculum Content Standards:</p> <p>2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</p> <p>E. Social and Emotional Health</p> <p>2.2 Integrated Skills All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</p> <ul style="list-style-type: none"> • Interpersonal Communication • Decision-Making and Goal Setting • CharacterDevelopment <p>2.4 Human Relationships and Sexuality All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.</p> <p>A. Relationships</p> <p>21st Century Life and Careers</p> <p>9.1 Personal Financial Literacy</p> <p>Explain the difference between a career and a job, and identify various jobs in the community and the related earnings, identify potential sources of income and explain how income affects spending and take-home pay.</p> <p>9.2 Career Awareness, Exploration and Preparation</p> <p>Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals, identify various life roles and civic and work-related activities in the school, home, and community, investigate both traditional and nontraditional careers and relate information to personal likes and dislikes and explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</p> <p>Content Statements</p> <ul style="list-style-type: none"> • Career awareness includes an understanding of the world of work and the knowledge and skills needed for traditional and nontraditional jobs and careers. • Career exploration includes investigation of the contemporary workplace and an understanding of the relationships among personal abilities, education, and knowledge and skills needed to pursue 21st-century occupations and careers. • Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency.Educational achievement, career choice, and entrepreneurial skills all play a role in achieving a desired lifestyle. • Presentation of Knowledge and Ideas 	
CPI#	Cumulative Progress Indicator (CPI)
9.1.4.A.1	Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.
9.2.4.A.1	Identify reasons why people work and discuss how work can help a person achieve personal goals.

9.2.4.A.2	Identify various life roles and civic and work-related activities in the school, home, and community.
9.2.4.A.3	Investigate both traditional and nontraditional careers and related information to person likes and dislikes.
9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
CCSS.ELA-Literacy.SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
CCSS.ELA-Literacy.SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification
CCSS.ELA-Literacy.SL.4.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
CCSS.ELA-Literacy.SL.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small- group discussion); use formal English when appropriate to task and situation.
CCSS.ELA-Literacy.SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
CCSS.ELA- Literacy.W.5.2a	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
CCSS.ELA- Literacy.W.5.2b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
CCSS.ELA- Literacy.W.5.2c	Link ideas within and across categories of information using words, phrases, and clauses
CCSS.ELA- Literacy.W.5.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CCSS.ELA- Literacy.W.5.2e	Provide a concluding statement or section related to the information or explanation presented.
Career Ready Practices: CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills.	

- CRP3.** Attend to personal health and financial well-being.
CRP4. Communicate clearly and effectively and with reason.
CRP5. Consider the environmental, social and economic impacts of decisions.
CRP6. Demonstrate creativity and innovation.
CRP7. Employ valid and reliable research strategies.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9. Model integrity, ethical leadership and effective management.
CRP10. Plan education and career paths aligned to personal goals.
CRP11. Use technology to enhance productivity.
CRP12. Work productively in teams while using cultural global competence.

Enduring Understandings/Goals	Essential Questions
<p>Students will understand that...</p> <ul style="list-style-type: none"> • Skills, abilities, education, and interests are considerations in the choice of work roles. • An individual's work choice and roles are influenced by personal characteristics such as abilities, feelings, attitudes, values, interests, likes, dislikes, and environmental factors. • Learning and good work habits are relevant to one's future. • People work for a living and working provides satisfaction and rewards. • An individual's effectiveness in work often is affected by one's ability to work cooperatively with others. <p>Unit Learning Target</p> <p><i>Students will...</i></p> <ul style="list-style-type: none"> • Identify personal areas of interest. Recognize the relationship between goal setting and accomplishing work. • Develop an understanding of the variety and complexity of various careers. • Recognize that skills, abilities, education, and interests are considerations in the choice of work roles. • Develop the understanding that an individual's work choice and roles are influenced by personal characteristics such as abilities, feelings, attitudes, values, interests, likes, dislikes, and environmental factors. 	<ul style="list-style-type: none"> • What are some interests that I have that may translate into a career? • What are some of the considerations in the choice of work roles? • Why do people work? • What can I do now that will help prepare me for the world of work?

<ul style="list-style-type: none"> • Recognize the relevance of learning to one's future. • Recognize the importance of good work habits. • Gain practice collecting information in cooperative groups. • Develop an awareness of self as a worker in school and at home. • Develop the understanding that people work for a living. Realize that working provides satisfaction and Rewards. • Develop the understanding that an individual's effectiveness in work often is affected by one's ability to work cooperatively with others. 									
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Teacher Notes:									
<ul style="list-style-type: none"> • Lesson “titles” above are generic and refer to the topic under discussion – actual lesson materials may differ. • Skills (Students will be able to...) 									

Evidence of Learning (Assessments)	Accommodations and Modifications

<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Teacher observation • Role Play • Discussion • Rubrics • Conferences • Student checklist • Cooperative learning groups • Problem based learning projects <p>Summative Assessments:</p> <ul style="list-style-type: none"> • Students will set goals according to rubrics, checklists, and conferences. • The outcomes will then be assessed through student portfolios. <p>Benchmark Assessments:</p> <ul style="list-style-type: none"> • Teachers College Running Records • Pre/Post-On-Demand Assessment • Learning Progressions <p>Alternative Assessments:</p> <ul style="list-style-type: none"> • TC Running Records (Spanish) 	<p>Special Education:</p> <ul style="list-style-type: none"> • Curricular Modifications and Guidance for Students Educated in Special Class Settings • Subgroup Accommodations and Modifications • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) <p>Differentiation: All games can be modified according to individual needs</p> <ul style="list-style-type: none"> • <i>Preview content and concepts</i> • <i>Behavior management plan</i> • <i>Highlight text</i> • <i>Small group setting</i> <p>High-Prep Differentiation:</p> <ul style="list-style-type: none"> • <i>Alternative formative and summative assessments</i> • <i>Personal agendas</i> • <i>Project-based learning</i> • <i>Problem-based learning</i> • <i>Stations/centers</i> • <i>Tiered activities/assignments</i> • <i>Varying organizers for instructions</i> <p>Low-Prep Differentiation:</p> <ul style="list-style-type: none"> • <i>Clubbing activities</i> • <i>Exploration by interest</i> • <i>Flexible groupings</i> <p>English Language Learners:</p> <ul style="list-style-type: none"> • Subgroup Accommodations and Modifications • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) <p>Students at Risk for Failure:</p> <ul style="list-style-type: none"> • Subgroup Accommodations and Modifications • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) <p>Gifted and Talented:</p> <ul style="list-style-type: none"> • Subgroup Accommodations and Modifications
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APPENDIX 1: CAREER READY PRACTICES

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

CRP1. Act as a responsible and contributing citizen and employee

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and

long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP2. Apply appropriate academic and technical skills.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation

CRP3. Attend to personal health and financial well-being.

Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

CRP4. Communicate clearly and effectively and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5. Consider the environmental, social and economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6. Demonstrate creativity and innovation.

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP7. Employ valid and reliable research strategies.

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP9. Model integrity, ethical leadership and effective management.

Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRP10. Plan education and career paths aligned to personal goals.

Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP11. Use technology to enhance productivity.

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

CRP12. Work productively in teams while using cultural global competence.

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Additional Resources:

American School Counselor Association (2004). ASCA

National Standards for Students. Alexandria, VA: Author. Copyright 2004 by the American School Counselor Association