Social/Emotional Development
The units in Social/Emotional Development are designed to assist students in developing the knowledge and skills to be productive and respectful citizens in a global society. The units focus on self-understanding, diversity, respect, and personal social and safety skills. The three major areas covered in Social/Emotional Development are:

Understanding self as an individual and as a member of diverse local and global communities.
Major Points: The content of this area is designed to help students in grades K-12 know and understand themselves and their roles as contributing members of society. Emphasis is placed on personal characteristics and the roles and responsibilities of each individual. Students will gain knowledge that leads to the recognition and understanding of the interrelationship of thoughts, feelings and actions in students' daily lives. Learning includes knowledge that contributes to an understanding of the importance of each person in his or her extended (global) as well as immediate community (e.g. family, classroom, school, city or town) and each person's role and inter-relatedness with all other people of the world.

Interacting with others in ways that respect individual and group differences.
Major Points: This area focuses on helping students in grades K-12 know, understand and respect others in order to develop and maintain quality relationships. The learning includes developing an understanding of the similarities and differences of others and ways these similarities and differences contribute to working together in our diverse world. Students will learn about their roles in advocating for respect for all human beings.

Applying personal safety skills and coping strategies.
Major Points: Physical and psychological safety and healthy personal coping skills are emphasized in the content this area. The learning is based on the premise that young people are vulnerable. They are vulnerable to the pressure of peers to engage in unhealthy behaviors. They are vulnerable to harassment, sexual abuse or physical abuse. In addition, they are vulnerable to expected and unexpected life events (e.g. a new sibling or the death of a parent). In each situation, external influences interact with individual factors as the young person makes decisions and choices about how to respond.   The emphasis is on developing within each student the ability to advocate for self. The knowledge and skills include the ability to recognize the warning signs of external and internal threats to the personal safety of self and others. Students will learn a variety of methods for seeking help when an external threat to health or safety exists, when an internal conflict threatens his or her well-being (e.g. suicidal thoughts) or when a life situation requires a new way of coping. Learning includes how to respond to personal concerns as well as the needs of peers.

UNIT DESCRIPTION: A Newer, BETTER, Older Me In lesson one, students identify a variety of feelings and complete a situational feelings thermometer worksheet. In lesson two, students identify personal school roles and accompanying character traits. Students will then create character clovers.	SUGGESTED UNIT TIMELINE: 2 Lessons CLASS PERIOD (min.): 20 – 30 minutes each

ESSENTIAL QUESTIONS:
1. How can exploring our feelings help us?
2. Why do people have different feelings?
3. Why is it important to understand feelings?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will identify feelings based on real life situations.		SE.1.A.01 Identify a variety of feelings. SE.1.B.01 Identify personal roles in the school. SE.1.C.01 Recognizing personal character traits.		RF.1.2 RF.1.3 W.1.8 SL.1.1 SL.1.2 SL.1.3 SL.1.4 SL.1.6 L.1.1 L.1.4 L.1.5 L.1.6	SE	Level 1 Level 1 Level 1
2. The student will identify three personal roles in school.		SE.1.A.01 SE.1.B.01 SE.1.C.01		RF.1.2 RF.1.3 W.1.8 SL.1.1 SL.1.2 SL.1.3 SL.1.4 SL.1.6	SE	Level 1 Level 1 Level 1

				L.1.1 L.1.2 L.1.4 L.1.5 L.1.6		
3. The student will recognize three personal character traits.		SE.1.A.01 SE.1.B.01 SE.1.C.01		RF.1.2 RF.1.3 W.1.8 SL.1.1 SL.1.2 SL.1.3 SL.1.4 SL.1.6 L.1.1 L.1.2 L.1.4 L.1.5 L.1.6	SE	Level 1 Level 1 Level 1

ASSESSMENT DESCRIPTIONS*:
Students will identify the feelings, the personal roles, and characteristics that they have in school.

Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)
	__X___ Direct _____ Indirect __X___ Experiential __X___ Independent study __X___ Interactive Instruction

1
2
	See Lessons:
	    Lesson 1: I'm Just a Bag of Feelings
	    Lesson 2: Character Clovers

Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**

1
2
	See Lessons:
	    Lesson 1: I'm Just a Bag of Feelings
	    Lesson 2: Character Clovers

Direct:	**Indirect:**	**Experiential:**	**Independent Study**	**Interactive Instruction**
_____ Structured Overview _____ Lecture	_____ Problem Solving _____ Case Studies	_____ Field Trips _____ Narratives	_____ Essays _____ Computer Assisted	_____ Debates _____ Role Playing

			Instruction	
__X____ Explicit Teaching Ls. 2	_____ Reading for Meaning	_____ Conducting Experiments	_____ Journals	_____ Panels
_____ Drill & Practice	_____ Inquiry	_____ Simulations	_____ Learning Logs	_____ Brainstorming
_____ Compare & Contrast	_____ Reflective Discussion	__X____ Games Ls. 1	_____ Reports	_____ Peer Partner Learning
_____ Didactic Questions	_____ Writing to Inform	_____ Storytelling	__X____ Learning Activity	__X____ Discussion Ls. 1
_____ Demonstrations	_____ Concept Formation	_____ Focused Imaging	Packages Ls. 1, 2	_____ Laboratory Groups
__X____ Guided & Shared -	_____ Concept Mapping	_____ Field Observations	_____ Correspondence Lessons	_____ Think, Pair, Share
reading, listening, viewing,	_____ Concept Attainment	_____ Role-playing	_____ Learning Contracts	_____ Cooperative Learning
thinking Ls. 1	_____ Cloze Procedure	_____ Model Building	_____ Homework	_____ Jigsaw
		_____ Surveys	_____ Research Projects	_____ Problem Solving
			_____ Assigned Questions	_____ Structured Controversy
			_____ Learning Centers	_____ Tutorial Groups
				_____ Interviewing
				_____ Conferencing

UNIT RESOURCES: (include internet addresses for linking)

Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/