

COURSE INTRODUCTION:**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.

<p>UNIT DESCRIPTION: ME Revisited</p> <p>In lesson one, students reviewed the story of <i>Goldilocks and the Three Bears</i>. As the jury of her peers, the students will work in cooperative groups to determine the feelings and personal character traits Goldilocks had elicited from the Bear Family.</p> <p>In lesson two, students identified the personal roles that they have in their community by creating a community role web.</p>	<p>SUGGESTED UNIT TIMELINE: 2 Lessons</p> <p>CLASS PERIOD (min.): 25 – 35 minutes each</p>
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ESSENTIAL QUESTIONS:

1. What roles do you play in your community?
2. How do your actions and feelings affect your roles?

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 at least three feelings of the characters in the story.		SE.1.A.02 Express a variety of feelings.		RL.2.3 RL.2.7 RF.2.3 W.2.8 SL.2.1	SE	Level 2
		SE.1.B.02 Identify personal roles in the community.		SL.2.2 SL.2.3 SL.2.4 SL.2.6 L.2.1 L.2.3		Level 1
		SE.1.C.02 Compare and contrast character traits needed for different situations.		L.2.4 L.2.5 L.2.6		Level 3
2. The student will identify at least three character traits of the characters in the story and label them as positive or		SE.1.A.02 SE.1.B.02		RL.2.3 RL.2.7	SE	Level 2 Level 1

negative.		SE.1.C.02		RF.2.3 W.2.8 SL.2.1 SL.2.2 SL.2.3 SL.2.4 SL.2.6 L.2.1 L.2.3 L.2.4 L.2.5 L.2.6		Level 3
3. The student will identify at least four community roles they fill.		SE.1.A.02 SE.1.B.02 SE.1.C.02		RL.2.3 RL.2.7 RF.2.3 W.2.8 SL.2.1 SL.2.2 SL.2.3 SL.2.4 SL.2.5 SL.2.6 L.2.1 L.2.2 L.2.3 L.2.4 L.2.5 L.2.6	SE	Level 2 Level 1 Level 3
<p>ASSESSMENT DESCRIPTIONS: Students identify the personal roles they have in their community and discuss the feelings and character traits exhibited in those roles.</p>						
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)					
	<input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <input type="checkbox"/> Experiential <input type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction					

1 2 3	See Lessons: Lesson 1 Goldilocks Revisited Lesson 2 The Many Roles I Play in My Community				
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)				
1 2 3	See Lessons: Lesson 1 Goldilocks Revisited Lesson 2 The Many Roles I Play in My Community				
	<u>Direct:</u> <input type="checkbox"/> Structured Overview <input type="checkbox"/> Lecture <input type="checkbox"/> Explicit Teaching <input type="checkbox"/> Drill & Practice <input type="checkbox"/> Compare & Contrast <input type="checkbox"/> Didactic Questions <input type="checkbox"/> Demonstrations <input checked="" type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking Ls. 1	<u>Indirect:</u> <input type="checkbox"/> Problem Solving <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input type="checkbox"/> Reflective Discussion <input type="checkbox"/> Writing to Inform <input type="checkbox"/> Concept Formation <input checked="" type="checkbox"/> Concept Mapping Ls. 2 <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure	<u>Experiential:</u> <input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input type="checkbox"/> Simulations <input type="checkbox"/> Games <input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input type="checkbox"/> Role-playing <input type="checkbox"/> Model Building <input type="checkbox"/> Surveys	<u>Independent Study</u> <input type="checkbox"/> Essays <input type="checkbox"/> Computer Assisted Instruction <input type="checkbox"/> Journals <input type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input type="checkbox"/> Learning Activity Packages <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input type="checkbox"/> Homework <input type="checkbox"/> Research Projects <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers	<u>Interactive Instruction</u> <input type="checkbox"/> Debates <input checked="" type="checkbox"/> Role Playing Ls. 1 <input type="checkbox"/> Panels <input checked="" type="checkbox"/> Brainstorming Ls. 2 <input type="checkbox"/> Peer Partner Learning <input type="checkbox"/> Discussion <input type="checkbox"/> Laboratory Groups <input checked="" type="checkbox"/> Think, Pair, Share Ls. 2 <input checked="" type="checkbox"/> Cooperative Learning Ls. 1, 2 <input type="checkbox"/> Jigsaw <input type="checkbox"/> Problem Solving <input type="checkbox"/> Structured Controversy <input type="checkbox"/> Tutorial Groups <input type="checkbox"/> Interviewing <input type="checkbox"/> Conferencing
UNIT RESOURCES: (include internet addresses for linking) Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/					