COURSE INTRODUCTION:

<u>Social/Emotional Development</u>
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: Who Am I This unit provides opportunity for students to recognize their roles and responsibilities. The unit focuses on how their personal characteristics and strengths help them in their life roles. The unit uses art activities to motivate students.	**SUGGESTED UNIT TIMELINE:** 3 Lessons **CLASS PERIOD (min.):** 30 minutes each

ESSENTIAL QUESTIONS:

1. Why are positive character traits important?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	**PS**	**CCSS**	**OTHER ASCA**	**DOK**
1. The student will determine positive and negative character traits from a list of fifteen character traits.		SE.1.A.03 Identify positive characteristics and areas for personal growth. SE.1.B.03 Reflect on personal roles at home and at school and identify responsibilities. SE.1.C.03 Identify the characteristics needed to contribute to the classroom.		RF.3.3 SL.3.1 SL.3.6 L.3.1 L.3.2 L.3.3 L.3.5 L.3.6	SE	Level 1 Level 2 Level 1
2. The student will determine which of four character traits named by other students describe him/her.		SE.1.A.03 SE.1.B.03 SE.1.C.03		RF.3.3 SL.3.1 SL.3.6 L.3.1 L.3.2	SE	Level 1 Level 2 Level 1

					L.3.3 L.3.5 L.3.6	
3. The student will identify two character traits that he/she would like to develop for personal growth.		SE.1.A.03 SE.1.B.03 SE.1.C.03		RF.3.3 SL.3.1 SL.3.6 L.3.1 L.3.2 L.3.3 L.3.5 L.3.6	SE	Level 1 Level 2 Level 1
4. The student will complete a Venn Diagram by listing three attributes that make home and school run smoothly.		SE.1.A.03 SE.1.B.03 SE.1.C.03		RF.3.3 SL.3.1 SL.3.6 L.3.1 L.3.2 L.3.3 L.3.5 L.3.6	SE	Level 1 Level 2 Level 1
5. The student will list seven roles and responsibilities he/she has at home and school.		SE.1.A.03 SE.1.B.03 SE.1.C.03		RF.3.3 SL.3.1 SL.3.6 L.3.1 L.3.2 L.3.3 L.3.5 L.3.6	SE	Level 1 Level 2 Level 1

ASSESSMENT DESCRIPTIONS*:
Students will complete a Venn Diagram that identifies the attributes that make a home and school run smoothly. Students will list their responsibilities at home and school.

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

1 2 3 4	See Lessons: 　　　Lesson 1 An Apple a Day 　　　Lesson 2 What Color is Your Apple? 　　　Lesson 3 Fly Your Kite
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2 3 4	See Lessons: 　　　Lesson 1 An Apple a Day 　　　Lesson 2 What Color is Your Apple? 　　　Lesson 3 Fly Your Kite

	Direct:	**Indirect:**	**Experiential:**	**Independent Study**	**Interactive Instruction**
	_____ Structured Overview _____ Lecture _____ Explicit Teaching _____ Drill & Practice ___X___ Compare & Contrast Ls 3 _____ Didactic Questions ___X___ Demonstrations Ls 1 ___X___ Guided & Shared - reading, listening, viewing, thinking Ls 2,3	_____ Problem Solving _____ Case Studies _____ Reading for Meaning _____ Inquiry ___X___ Reflective Discussion Ls 2 _____ Writing to Inform _____ Concept Formation _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	_____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building _____ Surveys	_____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports ___X___ Learning Activity Packages Ls 1,3 _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	_____ Debates _____ Role Playing _____ Panels ___X___ Brainstorming Ls1 ___X___ Peer Partner Learning Ls 2,3 ___X___ Discussion Ls 1 _____ Laboratory Groups _____ Think, Pair, Share _____ Cooperative Learning _____ Jigsaw _____ Problem Solving _____ Structured Controversy _____ 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/