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.
UNIT DESCRIPTION: How Do I Fit In?

This unit addresses positive self-talk, communicating personal thoughts and feelings, identifying the responsibilities of a community member and becoming a contributing member of school community. The unit lessons will use small groups, board games, and performance art to demonstrate the students’ acquired knowledge of the subject areas being taught.

SUGGESTED UNIT TIMELINE: 3 Lessons

CLASS PERIOD (min.): 30 minutes each

ESSENTIAL QUESTIONS:
1. Why are positive thoughts important?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES

<table>
<thead>
<tr>
<th>Essential Measurable Learning Objectives</th>
<th>CCSS Learning Goals (Anchor Standards/Clusters)</th>
<th>Crosswalk to Standards</th>
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<tbody>
<tr>
<td>1. The student will work in a group to perform a skit to turn a negative situation with negative thoughts into a positive situation with positive thoughts.</td>
<td>SE.1.A.04: Recognize positive self-talk and communicate personal thoughts and feelings. SE.1.B.04: Reflect on personal roles in the community and identify responsibilities as a community member. SE.1.C.04: Identify the personal characteristics</td>
<td>RL.4.1 RL.4.3 RL.4.4 RL.4.6 RF.4.3 SL.4.1 L.4.1 L.4.3 L.4.4 L.4.5 L.4.6</td>
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2. The student will give at least two verbal responses regarding ways to be a responsible community member.

<table>
<thead>
<tr>
<th>Obj. #</th>
<th>INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</th>
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**ASSESSMENT DESCRIPTIONS**: Students will be able to identify the difference between positive and negative thoughts and feelings.
<table>
<thead>
<tr>
<th>Obj. #</th>
<th>INSTRUCTIONAL ACTIVITIES: (What Students Do)</th>
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<tbody>
<tr>
<td>See Lessons:</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Lesson 1: Think Positive!</td>
</tr>
<tr>
<td>2</td>
<td>Lesson 2: I’m A Star!</td>
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<tr>
<td>3</td>
<td>Lesson 3: I’m Thumbody!</td>
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**DIRECT:**
- Structured Overview
- Lecture
- Explicit Teaching
- Drill & Practice
- Compare & Contrast
- Problem Solving
- Case Studies
- Reading for Meaning
- Inquiry
- Reflective Discussion
- Writing to Inform
- Concept Formation
- Concept Mapping
- Concept Attainment
- Cloze Procedure

**INDIRECT:**
- Problem Solving
- Case Studies
- Reading for Meaning
- Inquiry
- Reflective Discussion
- Writing to Inform
- Concept Formation
- Concept Mapping
- Concept Attainment
- Cloze Procedure

**EXPERIENTIAL:**
- Field Trips
- Case Studies
- Reading for Meaning
- Inquiry
- Reflective Discussion
- Writing to Inform
- Concept Formation
- Concept Mapping
- Concept Attainment
- Cloze Procedure

**INDEPENDENT STUDY:**
- Essays
- Computer Assisted Instruction
- Journals
- Reports
- Learning Logs
- Learning Activity
- Packages
- Correspondence Lessons
- Learning Contracts
- Homework
- Surveys
- Learning Activity Packages

**INTERACTIVE INSTRUCTION:**
- Debates
- Role Playing
- Panels
- Brainstorming
- Peer Partner Learning
- Discussion
- Laboratory Groups
- Think, Pair, Share
- Cooperative Learning
- Jigsaw
- Problem Solving
- Structured Controversy
- Tutorial Groups
- Conferencing

**UNIT RESOURCES:** (include internet addresses for linking)