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: I Understand Me This unit addresses positive self-concept, becoming a contributing member of the school community, and developing strategies to keep one's life roles balanced. This unit uses cooperative learning techniques to complete artwork, writing, and presentation activities as a means of having students demonstrate their understanding of the concepts presented in these lessons.	SUGGESTED UNIT TIMELINE: 3 Lessons CLASS PERIOD (min.): 30 minutes each

ESSENTIAL QUESTIONS:
1. How does a positive self-concept impact behavior?
2. Why is it important to have a balanced life?

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 two aspects of a positive self-concept.		SE.1.A.05: Demonstrate the personal characteristics to maintain a positive self-concept. SE.1.B.05: Develop strategies to balance family, school, and community roles. SE.1.C.05: Demonstrate personal characteristics of a contributing member of the school community.		RF.5.3 SL.5.1 L.5.1 L.5.3 L.5.4 L.5.5 L.5.6	SE	Level 2 Level 3 Level 2

2.	The student will create and present a collage depicting at least three aspects of a positive self-concept.		SE.1.A.05 SE.1.B.05 SE.1.C.05		RF.5.3 SL.5.1 L.5.1 L.5.3 L.5.4 L.5.5 L.5.6		Level 2 Level 3 Level 2
3.	The student will identify and categorize at least ten activities in which he/she participates.		SE.1.A.05 SE.1.B.05 SE.1.C.05		RF.5.3 SL.5.1 L.5.1 L.5.3 L.5.4 L.5.5 L.5.6	SE	Level 2 Level 3 Level 2
4.	The student will compare and contrast the amount of activities in each of the five categories.		SE.1.A.05 SE.1.B.05 SE.1.C.05		RF.5.3 SL.5.1 L.5.1 L.5.3 L.5.4 L.5.5 L.5.6	SE	Level 2 Level 3 Level 2
5.	The student will identify at least one strategy to balance their activities and responsibilities.		SE.1.A.05 SE.1.B.05 SE.1.C.05		RF.5.3 SL.5.1 L.5.1 L.5.3 L.5.4 L.5.5 L.5.6	SE	Level 2 Level 3 Level 2

ASSESSMENT DESCRIPTIONS*:
Students will complete a worksheet and brainstorm strategies for balancing life roles.

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

1
2
3
4
5
	See Lessons:
	     Lesson 1 Finding the Positive
	     Lesson 2 Keep Finding the Positive
	     Lesson 3 Are You Balanced?

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

1
2
3
4
5
	See Lessons:
	     Lesson 1 Finding the Positive
	     Lesson 2 Keep Finding the Positive
	     Lesson 3 Are You Balanced?

Direct:	**Indirect:**	**Experiential:**	**Independent Study**	**Interactive Instruction**
__X___Structure Overview Ls 2 _____ Lecture _____ Explicit Teaching _____ Drill & Practice _____ Compare & Contrast _____ Didactic Questions _____ Demonstrations _____ Guided & Shared - reading, listening, viewing, thinking	___X__ Problem Solving Ls 3 _____ Case Studies _____ Reading for Meaning _____ Inquiry ___X___ Reflective Discussion Ls 2 _____ Writing to Inform ___X___ Concept Formation Ls 1 _____ 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 3 _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	_____ Debates _____ Role Playing _____ Panels ___X___ Brainstorming Ls 3 _____ Peer Partner Learning _____ Discussion _____ Laboratory Groups _____ Think, Pair, Share ___X___ Cooperative Learning Ls 1,2 _____ Jigsaw ___X___ Problem Solving Ls 3 _____ 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/