

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: TEAMS: Together Everyone Assures My Success</p> <p>Students will participate in a web activity to understand the importance of relationships and how one’s actions determine the strength of relationships. Students will brainstorm methods they use to keep up with individual, family, school and community responsibilities. Students will present information to partners and to the group about those things that they most value, using examples from the activity sheet.</p>		<p>SUGGESTED UNIT TIMELINE: 3 Lessons</p> <p>CLASS PERIOD (min.): 30 minutes each</p>				
<p>ESSENTIAL QUESTIONS:</p> <ol style="list-style-type: none"> 1. How can a person’s actions effectively contribute to their community? 2. How do people manage all the responsibilities of their life roles? How can a person’s actions contribute to the community? 3. How do you identify what is most important to you? 4. How do you measure value or worth? Why is it important to understand that other people may have values that differ from your own? 						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will draw conclusions from the ‘Web Activity’ to complete the activity reflection worksheet.		SE.1.A.06: Identify individual strengths and areas for personal growth and good citizenship.		W.6.1 W.6.2 SL.6.1 L.6.1 L.6.2 L.6.3 L.6.4 L.6.5 L.6.6	SE	Level 2
		SE.1.B.06: Identify and develop personal planning strategies to manage individual, family, and school				Level 3

		responsibilities. SE.1.C.06: Demonstrate skills needed to participate in team building.				Level 2
2. The student will construct a daily schedule with obligations and leisure activities.		SE.1.A.06 SE.1.B.06 SE.1.C.06		SL.6.1 L.6.1 L.6.3 L.6.4 L.6.5 L.6.6	SE	Level 2 Level 3 Level 2
3. The student will reflect his/her understanding of how responsibility and time management skills are related by completing the <i>Assessing My Time Management Skills</i> Worksheet.		SE.1.A.06 SE.1.B.06 SE.1.C.06		W.6.1 W.6.2 SL.6.1 L.6.1 L.6.2 L.6.3 L.6.4 L.6.5 L.6.6	SE	Level 2 Level 3 Level 2
4. The student will compare with a partner five values that he/she considers important. The student will share what he/she has learned about the partner's values with the class.		SE.1.A.06 SE.1.B.06 SE.1.C.06		SL.6.1 L.6.1 L.6.3 L.6.4 L.6.5 L.6.6	SE	Level 2 Level 3 Level 2
5. The student will share what he/she has learned about a partner's values.		SE.1.A.06 SE.1.B.06 SE.1.C.06		SL.6.1 L.6.1 L.6.3 L.6.4 L.6.5 L.6.6	SE	Level 2 Level 3 Level 2
<p>ASSESSMENT DESCRIPTIONS*: Students will demonstrate understanding of the skills needed to participate as a member of a team, family, school and community through group discussion and reflection activities. Students identify and develop personal planning strategies to cope with the various demands placed upon them due to responsibilities and time constraints. Students will identify personal values that are important to them, while recognizing the perspectives of others.</p>						

Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)				
	<input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <input checked="" type="checkbox"/> Experiential <input checked="" type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction				
1 2 3 4 5	See Lessons: Lesson 1: Getting Caught in the Web Lesson 2: So Much To Do, So Little Time: How Do I Tie All of the Loose Ends Together? Lesson 3: What Is Important to Me?				
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)				
1 2 3 4 5	See Lessons: Lesson 1: Getting Caught in the Web Lesson 2: So Much To Do, So Little Time: How Do I Tie All of the Loose Ends Together? Lesson 3: What Is Important to Me?				
	<u>Direct:</u> <input type="checkbox"/> Structured Overview Ls. 2 <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 type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking Ls. 1, 2, 3	<u>Indirect:</u> <input type="checkbox"/> Problem Solving <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input checked="" type="checkbox"/> Reflective Discussion Ls. 1 <input type="checkbox"/> Writing to Inform <input type="checkbox"/> Concept Formation <input checked="" type="checkbox"/> Concept Mapping Ls. 2 <input checked="" type="checkbox"/> Concept Attainment Ls. 2 <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 checked="" type="checkbox"/> Games Ls. 1 <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 checked="" type="checkbox"/> Learning Logs Ls. 1 <input type="checkbox"/> Reports <input type="checkbox"/> Learning Activity Packages <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input checked="" type="checkbox"/> Homework Ls. 3 <input type="checkbox"/> Research Projects <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers	<u>Interactive Instruction</u> <input type="checkbox"/> Debates <input type="checkbox"/> Role Playing <input type="checkbox"/> Panels <input checked="" type="checkbox"/> Brainstorming Ls. 2, 3 <input type="checkbox"/> Peer Partner Learning <input checked="" type="checkbox"/> Discussion Ls. 1 <input type="checkbox"/> Laboratory Groups <input checked="" type="checkbox"/> Think, Pair, Share Ls. 3 <input type="checkbox"/> Cooperative Learning <input checked="" type="checkbox"/> Jigsaw <input checked="" type="checkbox"/> Problem Solving Ls. 1, 2 <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/>