

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: Who Am I And How Do I Fit Into The World?</p> <p>The maintenance action plan provides students with an activity to show their previous years of personal growth and a plan to maintain positive growth.</p>		<p>SUGGESTED UNIT TIMELINE: 4 Lessons CLASS PERIOD (min.): 50 minutes each</p>				
<p>ESSENTIAL QUESTIONS: Who are you? And what makes a person fit into his or her world?</p>						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
<p>1. The student will determine: at least five characteristics of his/her self-concept identifying whether each would be positive or negative; at least five ways to improve or maintain his/her positive self-concept; and identify their roles and responsibilities as a family member, school members, and community member.</p>		<p>SE.1.A.09: Develop skills needed to maintain a positive self-concept.</p>		<p>W.9-10.2 W.9-10.4 W.9-10.10 SL.9-10.1 L.9-10.1 L.9-10.2 L.9-10.3</p>	<p>SE</p>	<p>Level 2</p>
		<p>SE.1.B.09: Recognize increased roles and responsibilities of the individual within the family, school, and local community.</p>		<p>L.9-10.4 L.9-10.5 L.9-10.6</p>		<p>Level 2</p>
		<p>SE.1.C.09 Identify activities the individual might participate in to become a contributing member of the</p>				<p>Level 3</p>

		<p>school community.</p> <p>SE. 1.A.10: Implement skills necessary to exhibit and maintain a positive self-concept.</p> <p>SE.1.B.10: Prioritize roles and responsibilities and implement strategies to balance family, school, work, and local communities.</p> <p>SE.1.C.10: Identify and participate in activities that help the individual student become a contributing member of the global community.</p> <p>SE.1.A.11: Practice and modify the</p>				<p>Level 3</p> <p>Level 3</p> <p>Level 3</p> <p>Level 3</p>
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		<p>skills necessary to exhibit and maintain a positive self-concept.</p> <p>SE.1.B.11: Identify and utilize resources to help balance family, school, work, and local community roles.</p> <p>SE.1.C.11: Build upon activities and experiences that help the individual student become a contributing member of a global community.</p> <p>SE. 1.A.12: Utilize the skills necessary to exhibit and maintain a life-long positive self-concept.</p>				<p>Level 3</p> <p>Level 3</p> <p>Level 4</p>
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		SE.1.B.12: Exhibit the ability to balance personal, family, school, community, and work roles.				Level 4
		SE.1.C.12: Exhibit the personal characteristics of a contributing member of a diverse community.				Level 4
2. The student will identify at least three roles he/she has at home, school, and in the community and one responsibility for each role.		SE.1.A.09 SE.1.B.09 SE.1.C.09 SE.1.A.10 SE.1.B.10 SE.1.C.10 SE.1.A.11 SE.1.B.11 SE.1.C.11 SE.1.A.12 SE.1.B.12 SE.1.C.12		W.9-10.2 W.9-10.3 W.9-10.4 SL.9-10.1 SL.9-10.4 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6	SE	Level 2 Level 2 Level 3 Level 3 Level 3 Level 3 Level 3 Level 3 Level 3 Level 4 Level 4 Level 4
3. The student will identify at least two ways to improve or maintain his/her self-concept.		SE.1.A.09 SE.1.B.09 SE.1.C.09 SE.1.A.10 SE.1.B.10 SE.1.C.10 SE.1.A.11 SE.1.B.11		SL.11-12.1 SL.11-12.4 L.11-12.1 L.11-12.2 L.11-12.3 L.11-12.4 L.11-12.5 L.11-12.6	SE	Level 2 Level 2 Level 3 Level 3 Level 3 Level 3 Level 3 Level 3

		SE.1.C.11 SE.1.A.12 SE.1.B.12 SE.1.C.12				Level 3 Level 4 Level 4 Level 4
4. The student will write a reflective essay addressing at least four ways of maintaining and/or his/her self-concept.		SE.1.A.09 SE.1.B.09 SE.1.C.09 SE.1.A.10 SE.1.B.10 SE.1.C.10 SE.1.A.11 SE.1.B.11 SE.1.C.11 SE.1.A.12 SE.1.B.12 SE.1.C.12		W.11-12.2 W.11-12.4 SL. 11-12.1 SL. 11-12.4 L.11-12.1 L.11-12.2 L.11-12.3 L.11-12.4 L.11-12.5 L.11-12.6	SE	Level 2 Level 2 Level 3 Level 3 Level 3 Level 3 Level 3 Level 3 Level 3 Level 4 Level 4 Level 4
ASSESSMENT DESCRIPTIONS*: Students will gain insight into their self-concepts by completing surveys and worksheets in order to complete an “Action Plan for Maintaining Who I Am” worksheet.						
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	See Lessons: 9 th Grade Lesson 1 Juggling New Opportunities 10 th Grade Lesson 2 Positive Self Talk 11 th Grade Lesson 3 Assessing Self-Concept 12 th Grade Lesson 4 My Action Plan					
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)					
1 2 3 4	See Lessons: 9 th Grade Lesson 1 Juggling New Opportunities 10 th Grade Lesson 2 Positive Self Talk 11 th Grade Lesson 3 Assessing Self-Concept 12 th Grade Lesson 4 My Action Plan					

	<u>Direct:</u>	<u>Indirect:</u>	<u>Experiential:</u>	<u>Independent Study</u>	<u>Interactive Instruction</u>
	<input type="checkbox"/> Structured Overview <input type="checkbox"/> Lecture <input type="checkbox"/> Explicit Teaching <input type="checkbox"/> Drill & Practice <input checked="" type="checkbox"/> Compare & Contrast Ls 1,2 <input type="checkbox"/> Didactic Questions <input type="checkbox"/> Demonstrations <input type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking	<input checked="" type="checkbox"/> Problem Solving Ls 4 <input checked="" type="checkbox"/> Case Studies Ls. 4 <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input checked="" type="checkbox"/> Reflective Discussion Ls 1,2,3 <input checked="" type="checkbox"/> Writing to Inform Ls 1,2,3,4 <input type="checkbox"/> Concept Formation <input type="checkbox"/> Concept Mapping <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure	<input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input checked="" type="checkbox"/> Simulations Ls 3 <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 checked="" type="checkbox"/> Surveys Ls 4	<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 checked="" type="checkbox"/> Learning Contracts Ls 4 <input type="checkbox"/> Homework <input type="checkbox"/> Research Projects <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers	<input type="checkbox"/> Debates <input type="checkbox"/> Role Playing <input type="checkbox"/> Panels <input checked="" type="checkbox"/> Brainstorming Ls 1,2,3 <input type="checkbox"/> Peer Partner Learning <input checked="" type="checkbox"/> Discussion Ls 1,2 <input type="checkbox"/> Laboratory Groups <input type="checkbox"/> Think, Pair, Share <input type="checkbox"/> Cooperative Learning <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
<p>UNIT RESOURCES: (include internet addresses for linking)</p> <p>Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/</p>					