

**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><b>UNIT DESCRIPTION: Respecting Individual and Group Differences</b>                  Students will learn positive ways to interact with others and solve problems through the use of I-Messages and the STAR problem-solving steps. They will also learn about individual and group differences by learning more about their own culture and customs and those of their peers.</p>		<p><b>SUGGESTED UNIT TIMELINE:</b> 4 Lessons   <b>CLASS PERIOD (min.):</b> 20 - 30 minutes each</p>				
<p><b>ESSENTIAL QUESTIONS:</b>                  Is it important to fit in to a group? Why or why not?</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 draw one picture of a special event in his or her family and one picture of a special event in another culture.</p>		<p>SE.2.A.03:                      Identify the interpersonal skills necessary to build quality relationships.</p>		<p>SL.3.1                      SL.3.3                      SL.3.4                      SL.3.6                      L.3.1                      L.3.3                      L.3.6</p>	<p>SE</p>	<p>Level 2</p>
		<p>SE.2.B.03:                      Recognize and respect the differences between personal culture and other cultures.</p>		<p>Level 2</p>		
		<p>SE.2.C.03:                      Apply the steps of solving problems and conflicts with others.</p>		<p>Level 3</p>		

2. The student will determine one positive and one negative response for at least three friendship interactions.		SE.2.A.03 SE.2.B.03 SE.2.C.03		SL.3.1 SL.3.3 SL.3.4 SL.3.6 L.3.1 L.3.3 L.3.6	SE	Level 2 Level 2 Level 3
3. The student will demonstrate the use of I-Messages for at least three social situations.		SE.2.A.03 SE.2.B.03 SE.2.C.03		SL.3.1 SL.3.3 SL.3.4 SL.3.6 L.3.1 L.3.3 L.3.6	SE	Level 2 Level 2 Level 3
4. The student will work in a small group to demonstrate the use of STAR to solve at least one common problem in the classroom.		SE.2.A.03 SE.2.B.03 SE.2.C.03		SL.3.1 SL.3.3 SL.3.4 SL.3.6 L.3.1 L.3.3 L.3.6	SE	Level 2 Level 2 Level 3

**ASSESSMENT DESCRIPTIONS\*:**  
 Students will identify their own cultures’ customs and those of others.  
 Students will recognize and use I-Messages when interacting with others.  
 Students will use the STAR problem solving steps when they are faced with problems and conflicts.

<b>Obj. #</b>	<b>INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</b>
	__X__ Direct __X__ Indirect __X__ Experiential _____ Independent study __X__ Interactive Instruction
1 2 3 4	See Lessons: Lesson 1 Celebrate Your Culture Lesson 2 Communicating with I-Messages, Part 1 Lesson 3 Communicating with I-Messages, Part 2 Lesson 4 Be a Problem Solving Star

Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)				
<p>1 2 3 4</p>	<p>See Lessons:                      Lesson 1 Celebrate Your Culture                      Lesson 2 Communicating with I-Messages, Part 1                      Lesson 3 Communicating with I-Messages, Part 2                      Lesson 4 Be a Problem Solving Star</p>				
	<p><b>Direct:</b>                      Structured Overview                      Lecture Ls. 3                      Explicit Teaching Ls. 2, 4                      Drill &amp; Practice Ls. 2                      Compare &amp; Contrast Ls. 3                      Didactic Questions                      Demonstrations Ls. 4                      Guided &amp; Shared - reading, listening, viewing, thinking Ls. 1, 3</p>	<p><b>Indirect:</b>  <input checked="" type="checkbox"/> Problem Solving Ls. 4                      Case Studies                      Reading for Meaning                      Inquiry  <input checked="" type="checkbox"/> Reflective Discussion Ls. 2                      Writing to Inform                      Concept Formation                      Concept Mapping                      Concept Attainment                      Cloze Procedure</p>	<p><b>Experiential:</b>                      Field Trips                      Narratives                      Conducting Experiments                      Simulations  <input checked="" type="checkbox"/> Games Ls. 4                      Storytelling  <input checked="" type="checkbox"/> Focused Imaging Ls. 3                      Field Observations  <input checked="" type="checkbox"/> Role-playing Ls. 2                      Model Building                      Surveys</p>	<p><b>Independent Study</b>                      Essays                      Computer Assisted Instruction                      Journals                      Learning Logs                      Reports                      Learning Activity Packages                      Correspondence Lessons                      Learning Contracts                      Homework                      Research Projects                      Assigned Questions                      Learning Centers</p>	<p><b>Interactive Instruction</b>                      Debates  <input checked="" type="checkbox"/> Role Playing Ls. 1, 2                      Panels  <input checked="" type="checkbox"/> Brainstorming Ls. 2, 4  <input checked="" type="checkbox"/> Peer Partner Learning Ls. 2, 4  <input checked="" type="checkbox"/> Discussion Ls. 1, 3                      Laboratory Groups                      Think, Pair, Share  <input checked="" type="checkbox"/> Cooperative Learning Ls. 4                      Jigsaw  <input checked="" type="checkbox"/> Problem Solving Ls. 4                      Structured Controversy                      Tutorial Groups                      Interviewing                      Conferencing</p>
<p><b>UNIT RESOURCES: (include internet addresses for linking)</b></p> <p>Common Core State Standards (CCSS), accessed May 17, 2013, from <a href="http://www.corestandards.org/">http://www.corestandards.org/</a></p>					