

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: Conflict Resolution—I am part of the Solution! Students will begin to be able to identify challenges and conflicts that arise as such. They will practice how to stop and think about what is happening, the consequences, and preferred ways of handling the situation. They will identify their strengths and weaknesses and focus on building their strengths and maturing into young adults with sufficient and appropriate conflict-resolution skills.</p>		<p>SUGGESTED UNIT TIMELINE: 4 Lessons CLASS PERIOD (min.): 30 – 50 minutes each</p>				
<p>ESSENTIAL QUESTIONS: 1. Why do I need to take responsibility?</p>						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will apply concepts of personal responsibility to at least two scenarios.		SE.2.C.06: Apply problem-solving and conflict-resolution skills to new challenges.		SL.6.1 L.6.1 L.6.3	SE	Level 4
		SE.2.C.07: Practice problem-solving and conflict-resolution skills.				Level 2
		SE.2.C.08: Exhibit an awareness of personal responsibility in conflict situations.				Level 2
2. The student will write and perform one scenario demonstrating conflict resolution skills.		SE.2.C.06		W.7.3	SE	Level 4
		SE.2.C.07		W.7.4		Level 2
		SE.2.C.08		W.7.5		Level 2

				SL.7.1 SL.7.6 L.7.1 L.7.2 L.7.3 L.7.5		
3. The student will create a “conflict shield” which lists 12 skills most useful in conflict resolution and identify the skills they are “excellent” in using.		SE.2C.06 SE.2.C.07 SE.2.C.08		SL.8.1 L.8.1 L.8.3	SE	Level 4 Level 2 Level 2
4. The student will list feelings and reactions of one recent conflict and determine if the reaction was appropriate or inappropriate.		SE.2C.06 SE.2.C.07 SE.2.C.08		W.8.3 SL.8.1 L.8.1 L.8.2 L.8.3	SE	Level 4 Level 2 Level 2
ASSESSMENT DESCRIPTIONS*: Students will complete a variety of worksheets and perform a variety of role-play situations to assess their understanding and ability to demonstrate accepting responsibility in conflict situations.						
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)					
	<input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <input checked="" type="checkbox"/> Experiential <input type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction					
1 2 3 4	See Lessons: 6 th Grade Lesson # 1: My Problem... Your Problem... Our Problem 7 th Grade Lesson # 2: “Re-Solutioning”: Practice Brings Out Our Best 8 th Grade Lesson # 3: My Conflict Shield 8 th Grade Lesson # 4: Put Yourself in Check					
	INSTRUCTIONAL ACTIVITIES: (What Students Do)					
1 2 3 4	See Lessons: 6 th Grade Lesson # 1: My Problem... Your Problem... Our Problem 7 th Grade Lesson # 2: “Re-Solutioning”: Practice Brings Out Our Best 8 th Grade Lesson # 3: My Conflict Shield 8 th Grade Lesson # 4: Put Yourself in Check					

	<p><u>Direct:</u> <input checked="" type="checkbox"/> Structured Overview Ls. 1 <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 checked="" type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking Ls. 1, 2, 3, 4</p>	<p><u>Indirect:</u> <input checked="" type="checkbox"/> Problem Solving Ls. 3, 4 <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 checked="" type="checkbox"/> Concept Formation Ls. 2 <input checked="" type="checkbox"/> Concept Mapping Ls. 2 <input checked="" type="checkbox"/> Concept Attainment Ls. 2 <input type="checkbox"/> Cloze Procedure</p>	<p><u>Experiential:</u> <input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input checked="" type="checkbox"/> Simulations Ls. 1, 2, 4 <input type="checkbox"/> Games <input checked="" type="checkbox"/> Storytelling Ls. 2 <input checked="" type="checkbox"/> Focused Imaging Ls. 4 <input type="checkbox"/> Field Observations <input checked="" type="checkbox"/> Role-playing Ls. 2, 3 <input type="checkbox"/> Model Building <input type="checkbox"/> Surveys</p>	<p><u>Independent Study</u> <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 type="checkbox"/> Learning Contracts <input type="checkbox"/> Homework <input type="checkbox"/> Research Projects <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers</p>	<p><u>Interactive Instruction</u> <input type="checkbox"/> Debates <input checked="" type="checkbox"/> Role Playing Ls. 2, 3, 4 <input type="checkbox"/> Panels <input checked="" type="checkbox"/> Brainstorming Ls. 3 <input type="checkbox"/> Peer Partner Learning <input checked="" type="checkbox"/> Discussion Ls. 1, 3 <input type="checkbox"/> Laboratory Groups <input checked="" type="checkbox"/> Think, Pair, Share Ls. 2, 4 <input checked="" type="checkbox"/> Cooperative Learning Ls. 2 <input type="checkbox"/> Jigsaw <input checked="" type="checkbox"/> Problem Solving Ls. 1, 2, 3, 4 <input type="checkbox"/> Structured Controversy <input type="checkbox"/> Tutorial Groups <input type="checkbox"/> Interviewing <input type="checkbox"/> Conferencing</p>
<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>					