

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: How Life-Changing Events Affect My Life The students will participate in two lessons. The first lesson will help students to identify life-changing events in their life from birth to first grade. They will share how they handled the changes. The second lesson will share possible life changing events for the students during this next year of their life. Strategies for handling the changes will be discussed. Students will learn how to use the STAR Model for solving problems and coping with life changes.</p>		<p>SUGGESTED UNIT TIMELINE: 2 Lessons CLASS PERIOD (min.): 30 minutes each</p>				
<p>ESSENTIAL QUESTIONS: 1. Why is change important?</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 identify six life changes he/she has experienced.		SE.3.C.01: Recognize the effects of life changes or events related to self.			SE	Level 1
2. The student will draw a picture of one life changing event.		SE.3.C.01			SE	Level 1
<p>ASSESSMENT DESCRIPTIONS*: Students will complete a timeline story of their changing events in their life from birth to 1st grade. Students will share timeline stories and talk about how the changes affect their life. Students will complete a wish for one year into the future activity sheet. This sheet will help students share a change that they anticipate in the next year. Coping strategies are given for each idea.</p>						
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)					
	<input 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	See Lessons: Lesson 1 The Changing Times of My Life				
2	Lesson 2 The Changing Times of The Future				
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)				
1	See Lessons: Lesson 1 The Changing Times of My Life				
2	Lesson 2 The Changing Times of The Future				
	<u>Direct:</u> Structured Overview Lecture Explicit Teaching Drill & Practice Compare & Contrast Didactic Questions Demonstrations(Ls. 2) Guided & Shared - reading, listening, viewing, thinking (Ls. 2)	<u>Indirect:</u> <input checked="" type="checkbox"/> Problem Solving (Ls. 2) _____ Case Studies _____ Reading for Meaning _____ Inquiry <input checked="" type="checkbox"/> Reflective Discussion (Ls. 1) _____ Writing to Inform _____ Concept Formation _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	<u>Experiential:</u> _____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations _____ Games _____ Storytelling <input checked="" type="checkbox"/> Focused Imaging (Ls. 2) _____ Field Observations <input checked="" type="checkbox"/> Role-playing (Ls. 1, 2) _____ Model Building _____ Surveys	<u>Independent Study</u> _____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports <input checked="" type="checkbox"/> Learning Activity _____ Packages (Ls. 1) _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	<u>Interactive Instruction</u> _____ Debates _____ Role Playing _____ Panels _____ Brainstorming _____ Peer Partner Learning <input checked="" type="checkbox"/> Discussion (Ls. 1, 2) _____ Laboratory Groups _____ Think, Pair, Share _____ Cooperative Learning _____ Jigsaw <input checked="" type="checkbox"/> Problem Solving (Ls. 2) _____ 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/					