COURSE INTRODUCTION:

<u>Social/Emotional Development</u>
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.

UNIT DESCRIPTION: Keeping Myself Safe by Making Safe and Healthy Choices Students will discuss what makes up an *I-Message* and then will be presented with scenarios and discuss one or more ways to answer the situation using *I-Messages*. They will also look at passive, aggressive, and assertive behaviors and present *I-Messages* for each situation. Students will discuss life-changing events and provide coping and copping out choices and consequences. They will discuss the situations, look at alternative strategies to deal with them and present the results to class.	**SUGGESTED UNIT TIMELINE:** 2 Lessons **CLASS PERIOD (min.):** 45 minutes each

ESSENTIAL QUESTIONS:
What are safe and healthy choices?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will write at least one *I-Message*.		SE.3.C.05: Evaluate various coping skills for managing life changes or events.			SE.	Level 4
2. The student will respond to three scenarios with appropriate coping strategies and solutions.		SE.3.C.05			SE	Level 4

ASSESSMENT DESCRIPTIONS*:
Students will present possible I-Messages for various scenarios.
Students will participate in groups to identify ways to cope with life changing events and present the results to their peers.

Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)
	_x___ Direct _x___ Indirect _x___ Experiential _____ Independent study _x___ Interactive Instruction

1
2
	See Lessons:
	    Lesson #1: Using *I-Messages*
	    Lesson #2: Coping vs. Copping Out?

Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**

1
2
	See Lessons:
	    Lesson #1: Using *I-Messages*
	    Lesson #2: Coping vs. Copping Out?

	Direct:	Indirect:	Experiential:	Independent Study	Interactive Instruction
	__x___ Structured Overview (Ls. 1) _____ Lecture __x___ Explicit Teaching (Ls. 1) __x___ Drill & Practice (Ls. 1) _____ Compare & Contrast _____ Didactic Questions _____ Demonstrations __x___ Guided & Shared - reading, listening, viewing, thinking (Ls. 2)	__x___ Problem Solving (Ls. 1, 2) _____ Case Studies _____ Reading for Meaning _____ Inquiry __x___ Reflective Discussion (Ls. 1) _____ Writing to Inform _____ Concept Formation __x___ Concept Mapping (Ls. 1) __x___ Concept Attainment (Ls. 1) _____ Cloze Procedure	_____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations __x__ Role-playing (Ls. 1) _____ Model Building _____ Surveys	_____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	_____ Debates __x__ Role Playing (Ls. 1) _____ Panels _____ Brainstorming _____ Peer Partner Learning __x__ Discussion (Ls. 2) _____ Laboratory Groups _____ Think, Pair, Share _____ Cooperative Learning _____ Jigsaw __x__ Problem Solving (Ls. 1, 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/