

**Course Description:****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:</b> Personal Safety Skills and Coping Strategies</p> <p>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, or when a life situation requires a new way of coping.</p>		<p><b>SUGGESTED UNIT TIMELINE:</b> 5 Lessons  <b>CLASS PERIOD (min.):</b> 45 - 50 minutes each</p>				
<p><b>ESSENTIAL QUESTIONS:</b>                  1. How do safe and healthy choices affect our lives?</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 identify 5 safe and healthy (or unsafe and unhealthy) choices in high school and list at least two factors that influence his/her decision to make healthy (or unhealthy) choices.</p>		<p>SE.3.A.09: Identify problem-solving, decision-making, and refusal skills needed to make safe and healthy life choices.</p>			SE	Level 2
		<p>SE.3.A.10: Utilize decision-making skills to evaluate risk-taking behavior.</p>				Level 3
		<p>SE.3.A.11: Analyze the impact of personal decisions on the safety and health of self and others</p>				Level 4
		<p>SE.3.A.12: Utilize decision-making skills to make safe and healthy life choices.</p>				Level 4
		<p>SE.3.B.09: Identify and utilize resources</p>				Level 2

		<p>available to address personal safety issues.</p> <p>SE.3.B.10: Evaluate and review resources that address personal safety issues.</p> <p>SE.3.B.11: Demonstrate skills that reinforce a safe environment for all students.</p> <p>SE.3.B.12: Advocate for the personal safety of self and others.</p> <p>SE.3.C.09: Identify resources to help individuals cope with life changes or events.</p> <p>SE.3.C.10: Analyze and refine individual coping skills to manage life-changing events.</p> <p>SE.3.C.11: Apply individual coping skills to manage life-changing events.</p> <p>SE.3.C.12: Exhibit coping skills to manage life-changing events.</p>				<p>Level 3</p> <p>Level 4</p> <p>Level 4</p> <p>Level 4</p> <p>Level 2</p> <p>Level 3</p> <p>Level 3</p> <p>Level 4</p>
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<p>2. The student will view and evaluate a presentation on healthy choices and write three related questions or thoughts he/she would like to further explore.</p>		<p>SE.3.A.09 SE.3.A.10 SE.3.A.11 SE.3.A.12</p> <p>SE.3.B.09 SE.3.B.10 SE.3.B.11 SE.3.B.12</p> <p>SE.3.C.09 SE.3.C.10 SE.3.C.11 SE.3.C.12</p>			<p>SE</p>	<p>Level 2 Level 3 Level 4 Level 4</p> <p>Level 2 Level 3 Level 4 Level 4</p> <p>Level 2 Level 3 Level 3 Level 4</p>
<p>3. The student will view and evaluate a presentation on the dangers of risky behavior and write three related questions to explore.</p>		<p>SE.3.A.09 SE.3.A.10 SE.3.A.11 SE.3.A.12</p> <p>SE.3.B.09 SE.3.B.10 SE.3.B.11 SE.3.B.12</p> <p>SE.3.C.09 SE.3.C.10 SE.3.C.11 SE.3.C.12</p>			<p>SE</p>	<p>Level 2 Level 3 Level 4 Level 4</p> <p>Level 2 Level 3 Level 4 Level 4</p> <p>Level 2 Level 3 Level 3 Level 4</p>

4. The student will participate in and evaluate a presentation from an emergency response agency and write three related thoughts to explore.		SE.3.A.09 SE.3.A.10 SE.3.A.11 SE.3.A.12  SE.3.B.09 ES.3.B.10 SE.3.B.11 SE.3.B.12  SE.3.C.09 SE.3.C.10 SE.3.C.11 SE.3.C.12			SE	Level 2 Level 3 Level 4 Level 4  Level 2 Level 3 Level 4 Level 4  Level 2 Level 3 Level 3 Level 4
5. The student will participate in the planning of – and/or involvement in – a wellness fair.		SE.3.A.09 SE.3.A.10 SE.3.A.11 SE.3.A.12  SE.3.B.09 SE.3.B.10 SE.3.B.11 SE.3.B.12  SE.3.C.09 SE.3.C.10 SE.3.C.11 SE.3.C.12			SE	Level 2 Level 3 Level 4 Level 4  Level 2 Level 3 Level 4 Level 4  Level 2 Level 3 Level 3 Level 4
<b>ASSESSMENT DESCRIPTIONS:</b>						
Through simulation students will demonstrate problem solving and decision making skills and advocate for healthy life choices. Students will demonstrate positive coping skills in managing life events by utilization of community resources.						
<b>Obj. #</b>	<b>INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</b>					
	<input checked="" type="checkbox"/> Direct <input type="checkbox"/> Indirect					

	<input checked="" type="checkbox"/> Experiential <input checked="" type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction				
	See Lessons:				
1	Lesson #1: Safe and Healthy Life Choices (Part 1)				
2	Lesson #2: Safe and Healthy Life Choices (Part 2)				
3	Lesson #3: Risk Taking Behaviors				
4	Lesson #4: Fatal Accident				
5	Lesson #5: Community Wellness Fair				
<b>Obj. #</b>	<b>INSTRUCTIONAL ACTIVITIES: (What Students Do)</b>				
	See Lessons:				
1	Lesson #1: Safe and Healthy Life Choices (Part 1)				
2	Lesson #2: Safe and Healthy Life Choices (Part 2)				
3	Lesson #3: Risk Taking Behaviors				
4	Lesson #4: Fatal Accident				
5	Lesson #5: Community Wellness Fair				
	<b><u>Direct:</u></b> _____ Structured Overview <input checked="" type="checkbox"/> Lecture (Ls. 1, 2, 3) <input checked="" type="checkbox"/> Explicit Teaching (Ls. 1, 2, 3) _____ Drill & Practice _____ Compare & Contrast _____ Didactic Questions <input checked="" type="checkbox"/> Demonstrations (Ls. 4) _____ Guided & Shared - reading, listening, viewing, thinking	<b><u>Indirect:</u></b> _____ Problem Solving _____ Case Studies _____ Reading for Meaning _____ Inquiry _____ Reflective Discussion _____ Writing to Inform _____ Concept Formation _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	<b><u>Experiential:</u></b> _____ Field Trips _____ Narratives _____ Conducting Experiments <input checked="" type="checkbox"/> Simulations (Ls.4) _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building _____ Surveys	<b><u>Independent Study</u></b> _____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions <input checked="" type="checkbox"/> Learning Centers (Ls. 5)	<b><u>Interactive Instruction</u></b> _____ Debates _____ Role Playing _____ Panels _____ Brainstorming _____ Peer Partner Learning <input checked="" type="checkbox"/> Discussion (Ls. 1) _____ Laboratory Groups _____ Think, Pair, Share _____ Cooperative Learning _____ Jigsaw _____ Problem Solving _____ Structured Controversy _____ Tutorial Groups <input checked="" type="checkbox"/> Interviewing (Ls. 5) <input checked="" type="checkbox"/> Conferencing (Ls. 5)
<b>UNIT RESOURCES: (include internet addresses for linking)</b>					
Common Core State Standards (CCSS), accessed May 17, 2013, from <a href="http://www.corestandards.org/">http://www.corestandards.org/</a>					
ASCA National Standards for Students (ASCA), accessed June 11, 2013, from <a href="http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf">http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf</a>					