

Unit 2: Skills for Personal Success

Content Area: **Basic Skills**
Course(s): **S.O.A.R.**
Time Period: **November**
Length: **Nov-Jan**
Status: **Published**

Enduring Understandings:

- Distinguish between healthy and unhealthy life choices
- Distinguish between healthy and unhealthy relationships
- Recognize appropriate social skills for a variety of situations
- Utilize coping skills to deal with anger, stress, and balance home life

Essential Questions:

- How do you differentiate appropriate social skills in a variety of situations?
- What are coping mechanisms you can implement to manage your anger and emotions?
- What are healthy life choices and what are the consequences of unhealthy decisions?
- What do healthy and unhealthy relationships look like?
- What strategies can you implement to manage your emotions when encountering stressful situations?

Lesson Titles:

- Coping Skills: Anger Management
- Coping Skills: Family Life
- Coping Skills: Managing Stress
- Healthy vs. Unhealthy Choices
- Social Skills & Relationships

21st Century Skills and Career Ready Practices:

CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.
CAEP.9.2.8.B.2	Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.
CAEP.9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Inter-Disciplinary Connections:

Academic skills and strategies are applicable in all content areas

LA.SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. Gather, read, and synthesize information from multiple appropriate sources and assess the credibility, accuracy, and possible bias of each publication and methods used, and describe how they are supported or not supported by evidence.
SOC.5-8.1	What are effective strategies for accessing various sources of information and historical evidence, determining their validity, and using them to solve a problem or find a solution to a public policy question?

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK:

- 1:1 instructional support when needed
- breathing exercises
- centers
- communicator boards
- community-based outings
- coping mechanisms
- CST/guidance presentations
- cueing and questioning
- journaling
- meditation
- mindfulness practices
- reflection
- repeated practice
- skill reinforcement
- SMART goals graphic organizer
- social stories
- student-centered instruction
- visitors/speakers

Modifications

Modifications are based on individual education plans. Specific modifications and accommodations are provided.

Formative Assessment:

- Anticipatory Set
- application of skills in everyday life
- Closure
- journal-writing
- reflections
- teacher observation
- Warm-Up

Summative Assessment:

- Alternate Assessment
- Benchmark
- EOU Project
- Marking Period Assessment

Resources & Materials:

- Acenda Integrated Health School-Based Clinical Services
- AVID mentors
- Child Study Team
- free online resources
- guidance department
- journals
- Peer Counseling Sessions
- Peer Support Groups
- Reboot for Mindfulness
- SAC coordinator
- School Wellness Center
- self-help books and resources
- SMART goals graphic organizer
- Southwest Council