

# Responsive Classroom

Content Area: **Social Studies**  
Course(s): **Social Studies 1**  
Time Period: **September**  
Length: **39 Weeks**  
Status: **Published**

## Unit Summary

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Within this unit, students and teachers will work to create safe and joyful learning communities where students develop strong social and academic skills. The Responsive Classroom approach to teaching is comprised of a set of well-designed practices intended to create a safe, joyful, and engaging classroom and school community. The emphasis is on helping students develop their academic, social, and emotional skills in a learning environment that is developmentally responsive to their strengths and needs.

## Standards

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CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP9.1	Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.
CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
SOC.6.1.4.A.1	Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
SOC.6.3.4.A.1	Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling).
SOC.6.3.4.C.1	Develop and implement a group initiative that addresses an economic issue impacting children.
SOC.6.3.4.D.1	Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
TECH.8.1.2.A.CS1	Understand and use technology systems.

## Student Learning Objectives

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Students will learn to...

- establish new relationships.
- maintain positive relationships and friendships.
- avoid social isolation.
- resolve conflicts.
- accept differences.
- be a contributing member of the classroom and school community.
- work productively and collaboratively with others.
- take initiative, stand up for their ideas without hurting or negating others, seek help, succeed at a challenging task, and recognize their individual self as separate from the circumstances or conditions they're in.
- motivate themselves to take action and follow through on expectations; to define a problem, consider the consequences, and choose a positive solution.
- "see into" (recognize, understand) another's state of mind and emotions and be receptive to new ideas and perspectives.
- appreciate and value differences and diversity in others; to have concern for others' welfare, even when it doesn't benefit or may come as a cost to one's self.
- recognize and regulate their thoughts, emotions, and behaviors in order to be successful in the moment and remain on a successful trajectory.

## Essential Questions

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- What does it look like, sound like, and feel like to be part of a community?

## Enduring Understandings

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Students will understand that...

- morning Meeting creates the positive power of community in the classroom by fulfilling children's need to belong, feel significant and to have fun.
- during Morning Meeting, the skills of friendliness and social interest are taught through sharing, listening, inclusion, participation, and dialogue.
- the social skills that children need to use all day long; cooperation, assertion, responsibility, empathy, self-control (CARES), are modeled and practice through the daily routine of Morning Meeting.
- during Morning Meeting, social, emotional, and intellectual learning are merged.

## Application

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Students will be able to independently use their learning to...

- participate in morning meeting.
- follow classroom rules.
- take care of others.

## Skills

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Students will be skilled at...

- using eye contact, a friendly voice, and friendly body language.
- taking turns speaking.
- listening and think about what others are saying.
- thinking of friendly questions that can extend the topic.
- thinking of a comment that focuses on what is being shared and shows interest, connection and caring.
- responding appropriately to a wide range of information; for example serious news, light news, funny news.
- presenting a brief, interesting piece of news.
- focusing on one idea when speaking/sharing.
- speaking loudly and clearly, looking at all audience members.
- initiating questions and comments; for example "I'm ready for questions and comments."
- practicing the skills represented by CARES (cooperation, assertion, responsibility, empathy, self-control).
- learning and practice academic curriculum through fun group and interactive experiences.
- practicing appropriate social skills.
- Demonstrate an understanding of the many different influences that help to form a person: family, age, gender, race, ethnic background, culture, environment, education, physical characteristics, religion, friends, etc.
- Demonstrate an understanding that each one of us is unique and special.
- Compare and contrast self to others.
- Demonstrate that s/he recognizes and can list differences in people.
- Explain how each difference in people potentially enriches all people.
- Demonstrate that s/he recognizes the things all of us share in common.
- Demonstrate an understanding of the concepts of respect, trust, and caring.
- Apply concepts of respect, trust, and caring to self and others.
- Demonstrate an understanding of why we have rules to guide us and to keep us safe as we live and work together in our homes, in the classroom, and in our neighborhood.
- Explain what a friend is and how a friend acts.
- Use technology to enhance productivity increase collaboration and communicate effectively.