Unit 4: Conflict Resolution Copied from: 1. Guidance K-6, Copied on: 02/21/22

Content Area: **Guidance**
Course(s): **Guidance K-6**
Time Period: **December**
Length: **20 Days**
Status: **Published**

Unit 4: Conflict Resolution

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

K-6 School Guidance

Unit 4: Conflict Resolution

Belleville Board of Education

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Board Approved: September 23, 2019

Unit Overview

Unit 4 will cover four topics:

- Conflict Resolution skills
- Responsibility/Accountability for actions
- Conflict vs. Bullying
- Reflection of the character education word-of-the-month and related quotes

Enduring Understanding

Definition: Conflict Resolution

Conflict Resolution is a way for individuals to find a peaceful solution to a disagreement among themselves.

Definition of Character Education Word-of-the-Month: Empathy

Empathy is the ability to understand and share another person's feelings and experiences.

Essential Questions

- What is conflict?
- Is conflict normal?
- What strategies can I learn to avoid and resolve conflict?
- What is the difference between Empathy vs. Sympathy?
- How can I display/demonstrate Empathy?

Exit Skills

By the end of Unit 4, students will be able to:

- Successfully identify examples that demonstrate responsible behaviors
- Students can identify and explain the difference between conflict and bullying
- Students will be able to choose positive solutions to situations of conflict
- Understand the meaning of Empathy

New Jersey Student Learning Standards (NJSLS-S)

New Jersey School Counselor Association Framework

1.1	Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being
1.6	Positive attitude toward work and learning
2.B.1	Demonstrate ability to assume responsibility
2.B.7	Demonstrate effective coping skills when faced with a problem
2.C.4	Demonstrate empathy

Interdisciplinary Connections

CAEP.9.2.4.A.1	Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
CAEP.9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
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.

Learning Objectives

Students can:

- Take responsibility for their actions
- Apply effective problem solving and decision making skills
- Understand consequences of decisions and choices
- Recognize the difference between conflict and bullying
- Development of conflict resolution skills

Suggested Activities & Best Practices

School counselors will conduct age-appropriate lessons and activities each month for assigned grade levels. Lessons will be based on monthly themes and the character education word-of-the-month.

Assessment Evidence - Checking for Understanding (CFU)

- Compare / Contrast
- Do Now
- Exit Tickets
- Higher-order Questioning / Rich Discussion
- Illustration
- Journals
- Learning Center Activities
- Pre-tests and Post-tests
- Questionnaires
- Quick Write
- Self-assessments
- Surveys
- Surveys
- Teacher Observation Checklist
- Turn-and-Talk / Share-out
- WIK / WINK

Primary Resources & Materials

- District Policies
- NJ School Counselor Association Resources
- Student / Parent Handbook
- Teacher-created Curriculum

Ancillary Resources

- Read-aloud Stories
- Teacher-created Handouts

Technology Infusion

- Google Classroom
- SMART Board Tech

Alignment to 21st Century Skills & Technology

TECH.8.1.2.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations
TECH.8.1.2.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.5.A.CS1	Understand and use technology systems
TECH.8.1.5.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.

21st Century Skills/Interdisciplinary Themes

- Civic Literacy
- Creativity and Innovation
- Critical thinking and Problem-solving
- Cultural Awareness
- Health Literacy
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

Differentiation

- Small-group instruction
- Centers-based instruction
- Multisensory approaches
- Problem-based learning
- Goal-setting with students
- Tiered open-ended activities

Special Education Learning (IEP's & 504's)

Use the Pacer Center Action Information Sheet for research-based ideas on accommodations and modifications

- printed copy of board work/notes provided

- Allow for open-note/open-book assessments
- Check classwork frequently for understanding
- Conduct preview of content, concepts, and vocabulary
- Consider behavior management plan
- Implement accommodations/modifications as dictated in the student's IEP/504 plan
- Modified test content/format
- Modified written assignments
- Multi-sensory presentation
- Pre-annotate text
- Preferential seating
- preferential seating
- Promote pair work
- Provide extended time on various assignments
- Provide printed/online copies of lesson notes
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- Secure attention before providing instruction/directions
- Use assistive technology
- Use open book, study guides, test prototypes

English Language Learning (ELL)

- Allow for multiple student revisions
- Allow for open-note / open-book assessments
- Allow multiple forms of student products (projects, models, slide-shows, etc.) to demonstrate student learning
- Ask and give information using key words
- Demonstrate listening comprehension by responding to questions
- Develop basic sight vocabulary
- Differentiate assessments to reflect selected objectives
- Express ideas in single words
- Leverage computer spell checker
- Modify reading assignments to correlate with lexile level
- Peer tutoring / Peer note-taking
- Speak using content area vocabulary in context
- Teacher-created Study Guide
- Use prior experiences to understanding meanings
- Use videos, illustrations, pictures, and drawings to explain or clarify

At Risk

- Allow for multiple student revisions
- Allow for open-note / open-book assessments
- Allow multiple forms of student products (projects, models, slide-shows, etc.) to demonstrate student learning
- Allow students to select from given assignment choices
- Differentiate assessments to reflect selected objectives
- Mark students' correct and acceptable work, not the mistakes
- Peer tutoring / Peer note-taking
- Promote student collaboration on in-class / outside class assignments
- Reduce lengthy outside reading assignments
- Teach key aspects of a topic - eliminate non-essential information
- Teacher-created Study Guide
- Use authentic assessments with real-life problem-solving
- Use videos, illustrations, pictures, and drawings to explain or clarify

Talented and Gifted Learning (T&G)

- Allow gifted children to create and publish a class newspaper to distribute
- Allow students to work at a faster pace
- Allow students to work at a faster pace
- Complete activities aligned with above grade-level text using Benchmark results
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Involve students in academic contests
- Promote advanced problem-solving
- Set individual goals
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

Sample Lesson

Unit 4: Conflict Resolution, Lesson 4-1

Character Education Trait: Empathy

Objective: Students will identify conflict and learn strategies/skills to appropriately resolve conflict.

Learning Activity:

K-3: Resolving conflicts / Using "I" statements

4-6: Identifying conflict and appropriately resolving it with learned skills

Summary/Closure: