

Unit 4: Conflict Resolution

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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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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](#)

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|-----------------|--|
| PERS.K-12.1.1 | Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being |
| PERS.K-12.1.6 | Positive attitude toward work and learning |
| PERS.K-12.2.B.1 | Demonstrate ability to assume responsibility |
| PERS.K-12.2.B.7 | Demonstrate effective coping skills when faced with a problem |
| PERS.K-12.2.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: