Unit 17: 9-12 FAIRNESS

Content Area: **English Language Arts**
Course(s):
Time Period: **Marking Period 1**
Length: **ONGOING**
Status: **Published**

Brief Summary of Unit

Standards

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP3	Attend to personal health and financial well-being.
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.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
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.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.
HPE.2.1.12.A.CS1	Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly.
HPE.2.1.12.C.CS1	Personal health is impacted by family, community, national, and international efforts to prevent and control diseases and health conditions.
HPE.2.1.12.D.CS1	Evaluating the potential for injury prior to engaging in unhealthy/risky behaviors impacts choices.
HPE.2.1.12.E.CS1	Respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture provide a foundation for the prevention and resolution of conflict.
HPE.2.1.12.E.CS2	Stress management skills impact an individual’s ability to cope with different types of emotional situations.
HPE.2.2.12.A.CS1	Effective interpersonal communication encompasses respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture.
HPE.2.2.12.A.CS2	Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.
HPE.2.2.12.A.CS3	Technology increases the capacity of individuals to communicate in multiple and diverse ways.
HPE.2.2.12.B.CS1	Developing and implementing an effective personal wellness plan contributes to healthy decision-making over one’s lifetime.
HPE.2.2.12.C.CS1	Individual and/or group pressure to be successful in competitive activities can result in a

	positive or negative impact.
HPE.2.2.12.C.CS2	Core ethical values impact behaviors that influence the health and safety of people everywhere.
HPE.2.2.12.D.CS1	Effective advocacy for a health or social issue is based on communicating accurate and reliable research about the issue and developing and implementing strategies to motivate others to address the issue.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
CAEP.9.2.12.C.7	Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.
CAEP.9.2.12.C.9	Analyze the correlation between personal and financial behavior and employability.

Essential Questions

- How can we achieve equity within our community and society?
- How does the conflict resolution process impact an individual's daily life situations?
- How may advances in technology complicate or simplify one's ability to make fair decisions?
- To what extent am I making good decisions?
- To what extent does using the conflict resolution model help to achieve an individual's goals?
- What is fair vs. what is equitable?
- What questions should I ask myself when I make a fair decision?

Essential Understandings

- Conflict resolution is a process.
- Fair decision making involves considering the risks, benefits and consequences of choices.
- Fair decisions are effective.
- Fair decisions are rational, not rationalizations.
- Fair decisions reflect both discernment and discipline.
- Negotiation, mediation and diplomacy are an integral part of the conflict resolution process.
- The goal of conflict resolution is to result in a win-win solution for all parties involved.

Students Will Know

- A mediator's role in conflict resolution is to facilitate the discussion towards an optimal solution.
- As a ninth through twelfth grade student, I have the ability to make choices by using the conflict-resolution model and could teach others to use the model.
- Decisions are an integral part of everyday life.
- Fair decisions are empowering.
- Negotiation is a dialogue intended to resolve disputes.
- The key to diplomacy is avoiding blame, criticism and threats.
- When involved in a conflict with another person, it is best to use the conflict-resolution model to

reach a win-win result.

Students will be able to

- Demonstrate the four step process of conflict resolution through role-playing.
- Identify at least one “trigger.”
- Identify the consequences of their decisions.
- Identify the process of the conflict resolution model: developing expectations for win-win solutions, defining each party's interests, brainstorming creative options, and combining options into win-win solutions.
- Make “I” statements.

Instructional Strategies

- collaboration with teachers,
- didactic questioning
- individual and group counseling,
- individual student and parent/guardian meetings
- meetings and emails
- other staff and administration
- parent contact through phone calls,
- Problem-solving
- reflective discussion
- role-playing,
- school-wide and grade-specific assemblies

Suggested Strategies for Modifications