

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

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| 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 |

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| | 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
