

# Unit 1- Development of Class Full Value Contract

Content Area: **Full Value**  
Course(s):  
Time Period: **Cycle**  
Length: **7-8 days**  
Status: **Published**

## **General Overview, Course Description or Course Philosophy**

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A variety of learning opportunities are experienced by PRM students through cycle courses. These classes expose students to visual and performing arts, S.T.E.M concepts, social and emotional development, and enhance English and Math academic courses. Full Value is a cycle course the focuses on the social and emotional development for students.

## **OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS**

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Students will understand:

- A Full Value Contract is an active commitment created and agreed on by class members to value the learning community, its individual members, one's self, and the learning experience.
- Being a positive part of a group requires open communication, trust, and mutual respect demonstrated through the values: Be Here, Be Safe, Let Go and Move On, Care for Self and Others, Be Honest, and Commit to Goals.

## **CONTENT AREA STANDARDS**

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HE.6-8.2.1.8.SSH.3

Demonstrate communication skills that will support healthy relationships.

Resiliency and coping practices influence an individual's ability to respond positively to everyday challenges and difficult situations.

Self-management skills impact an individual's ability to cope with different types of mental, psychological, and emotional situations.

## **RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)**

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LA.SL.6.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

LA.SL.6.3

Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

WRK.K-12.P.5

Utilize critical thinking to make sense of problems and persevere in solving them.

## **STUDENT LEARNING TARGETS**

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Refer to the 'Declarative Knowledge' and 'Procedural Knowledge' sections.

### **Declarative Knowledge**

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Students will know:

- That Full Values set the expectations of the class members' behaviors.
- Effective communication skills are essential for positive interactions.
- Respectful communication involves both speaking and active listening.
- What it means to "Call Group."
- Certain actions make conflicts worse.
- Active listening is an important part of solving conflicts.
- Anger interferes with positive problem solving.

### **Procedural Knowledge**

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Students will be able to:

- List and describe the six Full Values.
- Produce a visual representation of a Full Value Contract for their class.
- Explain and discuss solutions to solving problems in various group activities.
- Generate ideas to contribute to class discussions, trust and team building activities.
- Assess and criticize suggestions from group members during team problem solving activities.
- Paraphrase and examine the opinions and ideas shared by group members during Group Process periods.
- Demonstrate conflict resolution strategies discussed in practice scenarios.
- Identify and describe the non-verbal, verbal, and don'ts of active listening.
- Classify statements and actions in group skits by correct conflict escalator.

## **EVIDENCE OF LEARNING**

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Refer to the 'Formative Assessments' and 'Summative Assessments' sections.

### **Formative Assessments**

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- Behaviors exhibited in comparison to the behavioral expectations defined in their class's Full Value Contract.
- Role play activities throughout class.
- Participation and application of communication skills throughout class, during activities, and when Calling Group.
- Large and small group discussions
- Cooperative problem solving activities
- Trust and team building activities
- Short reflective writing

### **Summative Assessments**

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Students will work in small groups to design and develop a group activity that the remainder of the class will participate in. Groups will be assessed using a rubric that align with the learning standards.

## **RESOURCES (Instructional, Supplemental, Intervention Materials)**

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- Project Adventure – “Adventure in the Classroom” Workshop Manual
- Resolving Conflict Creatively: A Teaching Guide for Grades Kindergarten through Six
- Conflict Resolution Activities for Middle School Age Students <https://cpb-us-e1.wpmucdn.com/blogs.uoregon.edu/dist/8/11350/files/2015/05/Compiled-Activities-1-r5x71c.pdf>
- Resolving Conflicts Lesson Plans <http://www.discoveryeducation.com/teachers/free-lesson-plans/resolving-conflicts.cfm>

## **INTERDISCIPLINARY CONNECTIONS**

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Social Emotional Learning

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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See link to Accommodations & Modifications document in course folder.