

Unit 2- Responsible Social Interactions

Content Area: **Full Value**
Course(s):
Time Period: **Cycle**
Length: **8-9 days**
Status: **Published**

General Overview, Course Description or Course Philosophy

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

Students will understand:

- Responsible social interactions may impact the outcome to safe and healthy situations.
- Social interactions can impact our future goals and other’s perspective of us.

CONTENT AREA STANDARDS

HE.6-8.2.3.8.ATD.1	Examine how the use of alcohol, tobacco, and other drugs by adolescents has impacted their lives and the lives of family members socially, emotionally, and physically.
HE.6-8.2.3.8.ATD.2	Relate the use of alcohol and other drugs to decision-making, consent, and risk for sexual assault and abuse.
HE.6-8.2.3.8.ATD.4	Explain the impact of alcohol and other drugs on areas of the brain that control vision, sleep, coordination, reaction time, judgment, and memory.
HE.6-8.2.3.8.ATD.5	Analyze how the influence of peers and different social settings (e.g., home, school, party) can result in positive and/or negative outcomes.

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

LA.L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.6.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
WRK.K-12.P.3	Consider the environmental, social and economic impacts of decisions.

STUDENT LEARNING TARGETS

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

Declarative Knowledge

Students will know:

- Conflict resolution strategies are beneficial to development.
- Communication styles vary and each person may have different styles for different situations.
- Respectful interactions are necessary for a healthy development.
- The school HIB policy.
- Peer pressure can lead to risky behaviors.

Procedural Knowledge

Students will be able to:

- Demonstrate conflict resolution strategies discussed in practice scenarios.
- Identify various communication styles and beneficial situations to use them in.
- Characterize scenarios that may/may not be considered bullying versus conflict.
- Recognize different types of peer pressure and possible consequences.

EVIDENCE OF LEARNING

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

Formative Assessments

- Role play activities throughout class.

- Participation throughout class.
- Large and small group discussions.
- Short reflective writing
- Demonstration of communication skills

Summative Assessments

Students will have a presentation regarding conflict versus bullying scenarios. The students will be given a rubric scale on how they will be scored.

RESOURCES (Instructional, Supplemental, Intervention Materials)

- “BullyProof Classroom Workbook.” Written by Regional Training Center.
- Activities that Teach by: Tom Jackson
- Creative Conflict Resolution by: William Kreidler
- First Class Character Education Activities Program by: Michael Koehler and Karen Royer <https://cpbus-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

Social Emotional Learning

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.

