

Unit 3- Increasing Academic Success

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:

- Caring for yourself and others creates a positive academic environment.
- Increasing responsibility for learning improves long term outcomes.

CONTENT AREA STANDARDS

HE.6-8.2.1.8.EH.1	Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence).
HE.6-8.2.1.8.SSH.4	Compare and contrast the characteristics of healthy and unhealthy relationships.
HE.6-8.2.1.8.CHSS.6	Develop an advocacy plan regarding a health issue and share this information in an appropriate setting.

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.
TECH.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:

- That social - emotional functioning can inhibit academic success
- A good environment for producing optimum academic success
- What a positive leader is in order to develop insight into personal strengths and limitations

Procedural Knowledge

Students will be able to:

- Demonstrate self-awareness through the expression of thoughts and feelings
- Demonstrate an ability to appropriately express one's needs and emotions
- Experiment with problem solving by analyzing causes and solutions to situations

EVIDENCE OF LEARNING

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

Formative Assessments

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

Summative Assessments

- Students will participate in adventure based activities in small groups within the class to identify and understand the skills necessary for academic success.
- Student active participation will be assessed for acquisition of learning objectives using a rubric

RESOURCES (Instructional, Supplemental, Intervention Materials)

- Stepping Stones – A Therapeutic Adventure Activity Guide by: Project Adventure
- Journey Toward the Caring Classroom by: Laurie S. Frank
- Secrets of the Teenage Brain by: Sheryl G. Feinstein
- Get Organized Without Losing It by: Janet S. Fox
- Stress Can Really Get On Your Nerves by: Trevor Romain and Elizabeth Verdick

INTERDISCIPLINARY CONNECTIONS

Social Emotional Learning

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.