# Conflict Resolution

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **Full Year**
Status: **Published**

## Unit Overview

Students will identify the possible causes of conflict and discuss appropriate ways to prevent and solve conflicts. The students will follow and plan strategies to make positive choices and decisions to prevent conflicts. They will practice steps for effective conflict resolutions.

## Enduring Understandings

The meaning of conflict is defining what the problem is between individuals.
The student needs to identify the conflict and plan strategies to resolve it.
Students must be able to describe and demonstrate strategies to prevent, reduce, or mediate conflict.

## Essential Questions

What is the meaning of conflict?
What steps are necessary for resolving the conflict?
What strategies are important when a conflict occurs?

## Learning Objectives

## Standards: Content

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| | Self-management skills impact an individual's ability to recognize, cope, and express emotions about difficult events. |
| | Many factors influence how we think about ourselves and others. |
| 2.1.5.EH.1 | Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors. |
| | Self-management skills impact an individual's ability to cope with different types of mental, psychological, and emotional situations. |
| | Resiliency and coping practices influence an individual's ability to respond positively to everyday challenges and difficult situations. |
| 2.1.2.EH.3 | Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special |

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| | programs). |
| 2.1.5.EH.3 | Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety). |
| | There are different ways that individuals handle stress, and some are healthier than others. |
| 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). |
| 2.1.5.EH.4 | Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance. |
| 2.1.2.EH.4 | Demonstrate strategies for managing one's own emotions, thoughts and behaviors. |
| 2.1.8.EH.2 | Analyze how personal attributes, resiliency, and protective factors support mental and emotional health. |
| 2.1.2.EH.5 | Explain healthy ways of coping with stressful situations. |
| | All individuals should feel welcome and included regardless of their gender, gender expression, or sexual orientation. |
| | Inclusive schools and communities are accepting of all people and make them feel welcome and included. |
| 2.1.5.SSH.3 | Demonstrate ways to promote dignity and respect for all people (e.g., sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration). |
| | Relationships are influenced by a wide variety of factors, individuals, and behaviors. |
| 2.1.8.SSH.3 | Demonstrate communication skills that will support healthy relationships. |
| 2.1.8.SSH.4 | Compare and contrast the characteristics of healthy and unhealthy relationships. |
| | People in healthy relationships share thoughts and feelings, as well as mutual respect. |
| 2.1.5.SSH.7 | Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others. |
| | Communication is the basis for strengthening relationships and resolving conflict between people. |
| 2.1.2.SSH.7 | Explain healthy ways for friends to express feelings for and to one another. |
| | Conflicts between people occur, and there are effective ways to resolve them. |
| 2.1.2.SSH.8 | Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer). |
| 2.1.2.SSH.9 | Define bullying and teasing and explain why they are wrong and harmful. |
| | Individuals will benefit from an awareness of coping strategies that can be used when facing difficult situations. |
| 2.1.5.CHSS.3 | Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress. |
| | People in the community work to keep us safe. |
| 2.1.2.CHSS.1 | Identify community professionals and school personnel who address health emergencies and provide reliable health information to us. |
| | Individuals face a variety of situations that may result in different type of feelings and learning how to talk about their feelings is important. |
| 2.1.2.CHSS.5 | Identify situations that might result in individuals feeling sad, angry, frustrated, or scared. |
| 2.1.2.CHSS.6 | Identify individuals who can assist with expressing one’s feelings (e.g., family members, |

teachers, counselors, medical professionals).

## Standards: Interdisciplinary

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| 1 | Developing Responsibility for Learning: Cultivating independence, self-reflection, and responsibility for one's own learning. |
| L.SS.6.1 | Demonstrate command of the system and structure of the English language when writing or speaking. |
| 2 | Adapting Communication: Adapting communication in response to the varying demands of audience, task, purpose, and discipline. |
| L.SS.8.1 | Demonstrate command of the system and structure of the English language when writing or speaking. |
| L.SS.7.1 | Demonstrate command of the system and structure of the English language when writing or speaking. |
| 3 | Valuing Evidence in Argumentation: Constructing viable claims and evaluating, defending, challenging, and qualifying the arguments of others. |
| 9.2.8.CAP.1 | Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest. |
| L.RF.K.1 | Demonstrate understanding of the organization and basic features of print. |
| 4 | Building Knowledge: Building strong content knowledge and connecting ideas across disciplines using a variety of text resources and media. |
| L.RF.1.1 | Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). |
| L.RF.K.1.A | Follow words from left to right, top to bottom, and page by page. |
| 5 | Leveraging Technology: Employing technology and digital media thoughtfully, strategically and capably to enhance reading, writing, speaking, listening, and language use. |
| 6 | Understanding Self and Others: Using literacy as a vehicle to affirm all the aspects of one's own identity, as well as understand, connect to and respect other perspectives and cultures. |
| L.WF.5.2 | Demonstrate command of the conventions of writing, including those listed under grade four foundational skills. |
| L.RF.2.4 | Read with sufficient accuracy and fluency to support comprehension. |
| L.RF.2.4.A | Read grade-level text with purpose and understanding. |
| L.RF.2.4.B | Read grade-level text orally with accuracy, appropriate rate, and expression. |
| L.WF.4.3 | Demonstrate command of the conventions of writing, including those listed under grade three foundational skills: |
| L.WF.4.3.A | Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue. |
| RI.CR.7.1 | Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text. |
| RI.CR.6.1 | Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text. |
| RI.CR.8.1 | Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an |

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| | analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text. |
| L.WF.3.3 | Demonstrate command of the conventions of writing including those listed under grade two foundational skills. |
| L.VL.4.2 | Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. |
| 9.4.5.IML.1 | Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources). |
| RL.CI.5.2 | Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; summarize the text. |
| RI.CI.5.2 | Determine the central idea of an informational text and explain how it is supported by key details; summarize the text. |
| L.KL.3.1.A | Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases. |
| W.AW.7.1 | Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence. |
| RL.CR.4.1 | Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text. |
| 9.4.5.IML.7 | Evaluate the degree to which information meets a need including social emotional learning, academic, and social (e.g., 2.2.5. PF.5). |
| W.AW.8.1 | Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence. |
| W.AW.6.1 | Write arguments on discipline-specific content (e.g., social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence. |
| RI.CR.4.1 | Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text. |
| L.WF.2.3 | Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills. |
| RL.CR.3.1 | Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers. |
| W.AW.5.1.C | Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). |
| RI.CR.3.1 | Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers. |
| SL.PE.7.1 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. |
| SL.PE.8.1 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. |
| SL.PE.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. |
| RL.CR.2.1 | Ask and answer questions to demonstrate understanding of key details in a literary text, |

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| | referring explicitly to the text as the basis for the answers. |
| W.AW.3.1 | Write opinion texts to present an idea with reasons and information. |
| RI.CR.2.1 | Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers. |
| W.AW.3.1.A | Introduce an opinion clearly. |
| RL.CR.K.1 | With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how). |
| RI.CR.K.1 | With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how). |
| SL.PE.5.1 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. |
| SL.PE.5.1.A | Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. |
| SL.PE.4.1 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. |
| W.AW.K.1 | Use a combination of drawing, dictating, and writing to compose opinion pieces on topics or texts (e.g., My favorite book is...). |
| W.IW.K.2 | Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas. |

## Assessment Evidence

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| Formative | Peer interaction, Teacher/Counselor Observation, Class Discussion |
| Summative | Projects, scenarios, and role-playing. |
| Alternative & Benchmark | Alternative - Read to the student and chart oral responses, graphic organizers, observations, portfolios of student work, orally administered assessments, Project based-learning. Benchmark – LinkIt Benchmark Assessment, Teacher generated summative assessments |
| Assessment Evidence Resource | |

## Instructional Resources

Computers/iPads/Internet/SmartBoard, Ready-to-Use Conflict-Resolution Activities, Problem Solver, A Bug and a Wish, The Great Compromise, Wheel of Choices, www.careercruising.com, www.teachervision.com, www.goodcharacter.com, www.charactered.net, www.njsbf.org, www.kellybear.com, www.themiddlecounselor.wordpress.com, www.savyschoolcounselor.com, www.charactercounts.org, www.helpfulcounselor.com, www.elementaryschoolcounselorexchange.com, www.teacherspayteachers.com,, www.learn360.com, www.kidshealth.org, www.joshgunderson.com, www.YoJo.com, www.Youtube.com, Instructional Resource List

## Curricular Mandates

*Below are the curricular requirements as defined in NJ Administrative Code and Statute*

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| | Amistad | | Diversity, Equity, and Inclusion |
| | Holocaust | | LGBT and Disabilities (Grades 6-12) |
| | Climate Change | | Asian American & Pacific Islander |

## Social Emotional Learning (SEL) Competencies

*NJ Social and Emotional Learning Competencies & Sub-Competencies*

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| X | Self-Awareness | X | Relationship Skills |
| X | Responsible Decision-Making | X | Social Awareness |
| X | Self-Management | | |

## 21st Century Skills & Themes

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| X | Global and Cultural Awareness | | Technology Literacy | | Planning and Budgeting |
| X | Creativity and Innovation | | Financial Institutions | | Risk Management and Insurance |
| | Information and Media Literacy | | Digital Citizenship | | Economic and Government Influences |
| | Critical Thinking and Problem Solving | | Credit Profile | | Career Awareness and Planning |
| | Civic Financial Responsibility | | Financial Psychology | | |