

Board of Education Curriculum Committee Meeting

Thursday, December 5, 2024 7:00 PM

Board of Education Conference Room E, Live Stream:

<http://devos2.bethel.k12.ct.us/show?video=763ff4de0370> Materials can be viewed at: <https://meetings.boardbook.org/Public/Organization/2425> The opportunity for members of the public wishing to make comments can attend and comment in-person or may send public comments to the Board via email or letter and it will be included as part of the record of the meeting., 1 School Street, PO Box 253, Bethel, CT 06801

1. **Modern World History I Honors**

2. **Intro to Psychology**

3. **Conflict Resolution**

4. **New Business**

5. **Public Comment**

(Please note: The Board welcomes Public Comment and asks that speakers please limit their comments to 2 minutes. Speakers may offer objective comments of school operations and programs that concern them. The Board will not permit any expression of personal complaints or defamatory comments about Board of Education personnel and students, nor against any person connected with the Bethel Public School System.)

6. **Adjourn**

Social Studies Curriculum Presentation

Modern World History I Honors
Introduction to Psychology
Conflict Resolution

Bethel High School
Jessica Galbraith

BETHEL HS

**SOCIAL STUDIES
DEPARTMENT**



Website Linked Above

Grade 9

- Modern World History I
(College Prep)
(Honors)

Grade 10

- Modern World History II
(College Prep)
 - AP European History
(10-12)
 - AP Human Geography
(10-12)

Grade 11

- US History 32
- American Studies
- AP US History

Electives

- AP Psychology
- Intro. to Psychology (11-12)
- College History
- Black & Latino Studies
- Comparative Religions
- Facing History & Ourselves
- Civics
- Conflict Resolution (11-12)

BHS Social Studies Course Sequencing

Modern World History I Honors

Grade 9 Full Year Course

Average 60-70 students in 3 sections/year

Modern World History Sequencing

Modern World History I - Grade 9

Unit 1: Absolutism,
Enlightenment, Revolutions

Unit 2: Industrial Revolution

Unit 3: Imperialism, World War I

Unit 4: Interwar Years, origins of
World War II, Holocaust

Modern World History II - Grade 10

Unit 1: Legacy of World War II, forming of United Nations

Unit 2: Start of the Cold War

Unit 3: Proxy Wars & China

Unit 4: Emerging National Identities in Asia

Unit 5: Emerging National Identities in Africa & Latin
America

Unit 6: End of the Cold War

Unit 7: Interdependence & Globalization

Unit 8: Modern Global Issues & United Nations'
Sustainable Development Goals

The Process

- Started with the College Prep curriculum as a foundation
- Confident that we have created an appropriately rigorous and engaging curriculum for honors students.
- Reviewed and added new inquiry and content standards to the course, as needed
- Enduring Understandings, Essential Questions, Knowledge, and Skills were reviewed and revised for added rigor

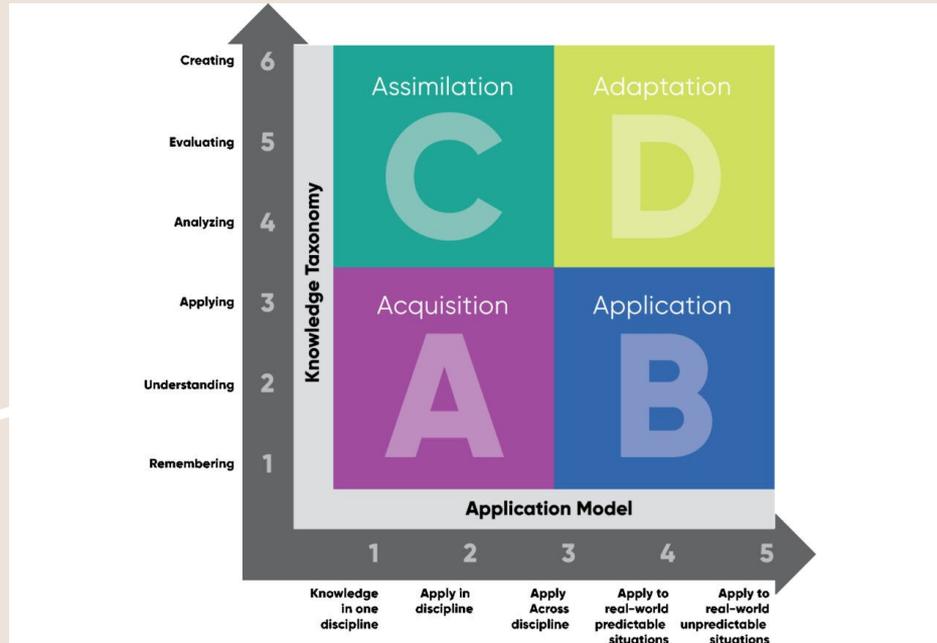
The Process

- Team created [list](#) of lessons and assessments needing revision
- Created new materials to match the goals of the honors class
 - Inquiry tasks
 - Research assessments
 - Student-friendly rubric combining elements of the writing traits, global competencies, and characteristics of inquiry and questioning.
- Team determined appropriate pacing allowing for emphasis of certain skills and content, while also moving quicker through parts of the curriculum.

Key Differences between Honors and College Prep

- Rigor and relevance
 - Higher level questions and reading levels
 - Note-taking/study skills
 - Student autonomy
 - Student choice
 - Inquiry and research skills
 - Student reflection
- More traditional assessments (Pre-AP)
 - Stimulus based multiple-choice
 - Content focused
 - Reading and map quizzes
 - FRQs/DBQs/written work

RIGOR & RELEVANCE



Curricular Differences

College Prep

Meaning

UNDERSTANDINGS

Students will understand that...

-Advancements in technology and thought modernize culture.

-Critical thinkers reflect, analyze, and evaluate evidence, arguments, claims and beliefs in order to make informed decisions to solve problems

ESSENTIAL QUESTIONS

Industrial Revolution Does industrialization improve or harm global civilizations?

Critical Thinking: What are the advantages of considering alternative points of view?

Honors

Meaning

UNDERSTANDINGS

Students will understand that...

-Advancements in technology and thought modernize culture.

-The growth of industry can create social and economic challenges for individuals and society.

-Critical thinkers reflect, analyze, and evaluate evidence, arguments, claims and beliefs in order to make informed decisions to solve problems

ESSENTIAL QUESTIONS

Industrial Revolution:

Does industrialization improve or harm global civilizations?

Critical Thinking: What are the advantages of considering alternative points of view?

College Prep and Honors Essay

Argumentative Essay Writing Prompt

Grade 9 Industrial Revolution Essay 2024

Background:

As a result of the Industrial Revolution, the demand for new innovative technologies increased. This consumer demand caused rapid expansion of factories and efficient systems of production. Ultimately, manufactured goods were easily accessible and affordable. However, this came with the unfortunate environmental and social costs to global societies. As industrialization continues to occur in the modern world, we must continue to consider these benefits and problems.

Prompt Question:

You must compose a well-written, organized argumentative essay answering the following question:

Does industrialization benefit or harm global civilizations?

College Prep Speech

Industrialization Speech Planning

Prompt Question:

You must compose a well-written, organized argumentative speech answering the following question:

Does industrialization benefit or harm global civilizations?

Using the prompt above, and your sources, complete the outline below.

Hook - Attract Your Audience by Connecting to the big picture - [Concepts, Issues, or Interests]
Provide Context/Connect to your audience
Claim - State Your Position!

Support Topic 1 (Fact or idea to support your claim)
Quotation 1 (Quotation that proves this)
Analysis (What does it say? What does it mean? Why does it matter?)
Quotation 2 (Quotation that proves this)
Analysis (What does it say? What does it mean? Why does it matter?)

Honors Debate

Industrialization Debate (Unit Assessment)



Purpose & Audience:

You are student representatives to the United Nations, an international organization created after World War II to promote international cooperation and maintain international order. The United Nations is currently made up of 193 countries, each sending representatives to participate in the General Assembly. As part of its duties, the General Assembly determines the budget of the United Nations. Presently, there is a resolution before the General Assembly to increase the budget of the United Nations Industrial Development Organization (UNIDO). This branch of the United Nations promotes industrialization around the world.

Those supporting the budget increase believe that industrialization is a powerful tool of progress. Those opposing the budget believe that the problems associated with industrialization outweigh the benefits.

Overview:

The task for your team is to take a position on whether or not the United Nations should encourage industrialization worldwide by increasing the budget of UNIDO. Your group will be assigned a position, and you will have two days to read through sources, collect additional outside evidence, and prepare arguments/counter-arguments to support your side of the argument. On day three there will be a full class-wide structured debate on the issue.

AUTONOMY



Claim Statement Reminder:

Your claim should clearly answer the question being asked AND include your reasons.

Claims: Choose the 3 most supportive reasons from your brainstorm for each claim, and list them in order of relevance (1 being the most important).

Hero Claim: Napoleon is deserving of a statue under the Eiffel Tower in France today because,

1.

2.

2.

Tyrant Claim: *Insert Claim Here*

1.

3.

3.

Honors

Learning Target:

- I can evaluate and select relevant evidence to draw conclusions about the legacy of Napoleon.

Reasons Brainstorm: Now that you have completed & analyzed all the relevant sources you may use in your seminar discussion, brainstorm the reasons why Napoleon should be remembered as a hero and the reasons why he should be remembered as a tyrant. Record your list in the table below. Once you have a complete list, highlight the THREE most compelling reasons for each side.

Hero Reasons	Tyrant Reasons
<input type="checkbox"/>	<input type="checkbox"/>

Part II: Claim

Answer the guiding questions by choosing a side from above and including three compelling reasons. Should Napoleon Bonaparte be considered a hero, deserving of a statue, or a tyrant, deserving of nothing?

--

College Prep



5. From "Napoleon: Educating a Genius"

Condemned to poverty, Napoleon resolved to do all the better in school. Soon he began to excel in history, math, and geography. Math was likely the most important of the three for a military career, but history really captured Napoleon's imagination. Like many young men, Napoleon was especially taken with the stories of ancient heroes like Achilles, Alexander the Great, and Julius Caesar. No one could have suspected then that he would eventually join that elite group.

While his poverty was certainly a source of difficulty for Napoleon, it almost certainly influenced his later behavior. For example, Napoleon's poverty may have inspired his later commitment to promoting equality in France and throughout his empire.

<i>Does this document support that Napoleon was a hero or a tyrant? If both, check both.</i>	Hero	Tyrant

How do you know?

Highlight AT LEAST ONE piece of evidence that supports your conclusions.

3. Industry and Labor under Napoleon, by Higby and Willis

HISTORIANS have long recognized that the Napoleonic period had an impact on the institutions of France and Europe. The Code Napoleon is still in force in many European states and in other parts of the world. The Legion of Honor continues to reward Frenchmen for their achievements. The administrative system of Napoleon still governs the French people. His concordat of 1800 regulated the relations of church and state until 1905. He put vitality into the conscription law of 1798 and forced that institution on the other states of Europe. He employed and popularized the institution known as the plebiscite, which has been used since his time for many purposes.

<i>Does this document support that Napoleon was a hero or a tyrant? If both, check both.</i>	Hero	Tyrant

Highlight AT LEAST ONE piece of evidence that supports your conclusions.

Honors



College Prep

Elaborating on Evidence: Choose one reason/piece of evidence for each claim (hero/tyrant) and complete the ICE chart below.

Hero Claim: Copy/Paste your “Hero Claim” here

	Acronym	Hint	Model Answer
I	Introduce the idea (or answer the question)	If a question is posed, answer it!	
C	Cite evidence (by inserting a quotation)	Don't just 'drop' the quotation into your answer - introduce it!	
E	Explain, connect, and elaborate the quotation.	You should do a minimum of three things in this answer: 1. <u>What does it say?</u> 2. <i>What does it mean in terms of the claim?</i> 3. Why does it matter to your argument or your audience?	

Part III: Create an outline

In the space below, create an outline that includes the following;

- Plan for Introduction and Conclusion (use [these questions](#) to help with that brainstorming)
- A clear claim statement with three main supporting ideas
- One body paragraph argument with minimum of 2 total pieces of evidence
- Analysis of evidence in your own words (say, mean, matter)

Introduction (Big picture ideas, concepts, connections, ending with claim statement):

-
-
-

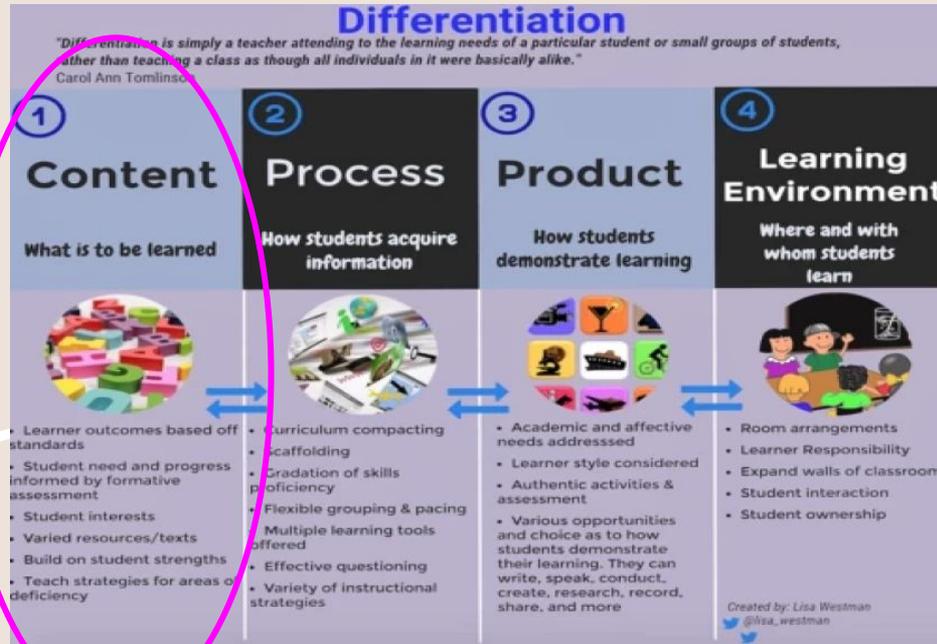
Body Paragraph (at least 2 pieces of evidence and rationale for why you chose it)

- Evidence 1:
 - Rationale:
- Evidence 2:
 - Rationale:

Conclusion (Restatement of claim, so what? Big picture connections)

-
-
-

STUDENT CHOICE



Decolonization

Decolonization: Unpacking the Legacy of Imperialism

Learning Target

- Students will analyze the impacts of imperialism on post colonial societies
- Students will evaluate the impact of social, political, and economic rule
- Students will develop critical thinking & research skills through inquiry based learning

Historical Context: After centuries of imperialist dominance by European powers, regions sought to reclaim their sovereignty and rebuild their societies. The process of decolonization was fueled by several factors, including; the rise of nationalist movements, the weakening of European powers after WWII, & growing international support for self determination. Nations throughout Africa & Asia will face significant challenges such as political instability, economic dependency, and social divisions as they navigate the complex path towards modernization and development.

Task: Understanding the historical context of decolonization provides critical insights into the enduring impacts of colonial rule. You will create and present a project that demonstrates this understanding.

Steps:

- Select a specific region to focus your research on. Some suggestions include; India, Vietnam, Kenya, South Africa, Algeria, Egypt
- Working in pairs, you will create a presentation (I recommend a google slideshow, but it is up to you!) that will give a detailed case study of your {approved} selected country.
- Once research is completed (see requirements below) you should share your presentation in google classroom. Be sure to make the link viewable so that your classmates can access your presentation/research.

World War I

Voices of WWI Choice Board

Podcast Resources from the Imperial War Museums (UK)

Learning Target: I can use provided resources to learn more about the WWI topic of my choice. I can use that information to summarize, consider, evaluate, and reflect on the content provided.

1. Choose one of the following podcast/article topics to expand your knowledge of WWI. These are topics that are not typically covered, but may be of interest to you. I encourage you to choose something you want to learn more about, not just what seems “easy.”
Highlight your choice.

<u>Women’s War Services</u>	<u>Life on the Homefront</u>	<u>Animals in War</u>
<u>Conscientious Objection</u> (those who refused to fight)	<u>Prisoners of War</u>	<u>Sport in War</u>
<u>War in the Air</u>	<u>Wartime Leisure and Entertainment</u>	<u>Homecoming (after war)</u>

Introduction to Psychology

Semester Elective for Grades 11-12

Average 30-40 students in 2 sections/year

Standards

- We used the [National Psychology Standards](#) as the foundation for the course.
- In addition, the [Common Core Standards, C3 Framework](#), and the BHS Global Competencies were consulted and embedded
- We also reviewed the AP Psychology course outline and several psychology curricula from other CT high schools (both college prep and AP) to ensure that our course curriculum was aligned in both content, pacing, and rigor.

Psychology Units

Unit 1 – Perspectives and Methods

Scientific Inquiry, Research Methods, Psychological Perspectives

Unit 2 – Biological Bases of Behavior

Biological Bases, Consciousness

Unit 3 – Cognitive Processes

Thinking, Learning, Intellectual Ability, Memory

Unit 4 – Developmental Psychology

Lifespan, Language

Unit 5 – Understanding Personality and Behavior

Personality, Motivation

Unit 6 – Psychological Health

Stress, Disorders, Therapies

Introduction to Psychology - Unit 2 - Nature vs. Nurture

Psychology Themes

- Psychological, biological, social, and cultural factors influence behavior and mental processes.

Enduring Understandings

- The brain is a highly complex organ with numerous specialized components.
- Heredity and environment are two factors believed to influence the development of an individual's behavior and personality.

Essential Questions

- What are the structures of the brain and how do their functions impact behavior?
- How do biological and environmental factors interact to influence our behaviors and mental processes?

Standards - Biological Bases of Behavior

- 1.1. Identify the major divisions and subdivisions of the human nervous system and their functions
- 1.3. Describe the structures and functions of the various parts of the central nervous system
- 2.2. Describe the interactive effects of heredity and environment

Knowledge

Students will know...

- Each part of the brain and its function
- Twin studies
- Main points for each side of the "nature vs. nurture" debate
- Interaction between heredity and environment

Skills

Students will be skilled at (be able to)...

- Cite specific textual evidence to support analysis of primary and secondary sources related to twin studies and criminal profiling.
- Synthesize information from multiple sources regarding the makeup of the brain and analyze the strengths and limitations of each structure.
- Construct arguments about the nature vs. nurture debate using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

Nature vs. Nurture – A Look at Two: Criminal Profiling

A Look at Two

Instructions:

1. Read the criminal profiles provided below.
2. Answer the questions beneath each profile.



Pablo Escobar

Crime: Pablo Escobar's primary crime was that he was a notorious Colombian drug lord. He was the head of the Medellín Cartel, one of the world's most powerful and violent drug trafficking organizations during the 1980s and early 1990s. Escobar's main illegal activity involved smuggling and distributing massive amounts of drugs into the United States and other countries. He was responsible for many deaths, corruption, and violence associated with the drug trade.



Ted Bundy

The Crime: Ted Bundy was a serial killer. He did some really bad things, like hurting and killing many women during the 1970s.

Childhood: Pablo Emilio Escobar Gaviria was born on December 1, 1949, in the Colombian city of Rionegro, Antioquia. His family later moved to the suburb of Envigado. He was the third of seven children born in poverty to a schoolteacher mother and a peasant farmer father. From an early age, Escobar packed a unique ambition to raise himself up from his humble beginnings and dreamed of becoming the president of Colombia one day.

Childhood: Ted Bundy was born Theodore Robert Cowell on November 24, 1946, in Burlington, Vermont, to his unwed mother, Eleanor Louise Cowell. His father's identity remains unknown. Bundy's early years were marked by instability and confusion. He was raised believing that his grandparents were his parents and that his mother was his sister, a fact he discovered later in life.

Bundy's childhood was relatively normal

Escobar reportedly began his life of crime early, stealing tombstones and selling phony diplomas. It wasn't long before he started stealing cars and moving into the smuggling business.

Question: What factors influenced Pablo Escobar's criminal activities?

outwardly, as he was described as intelligent and well-behaved. However, there were troubling signs, such as his fascination with violence and troubling behaviors, including acts of animal cruelty.

Question: What factors influenced Ted Bundy's criminal activities?

Closure Question: Do you think preventing individuals from becoming criminals or helping them change after they have committed crimes is possible? Explain.

Nature vs. Nurture – Mixed Up Brothers of Bogota: Twin Study

“The Mixed-Up Brothers of Bogota” Analysis

Read the article “[Mixed-up Brothers of Bogota](#)” and answer the questions that follow.

Task: Identify both similarities and differences between the two sets of identical twins. Make a claim of whether you think those similarities and differences are a product of nature or nurture. Answer the three questions that follow.

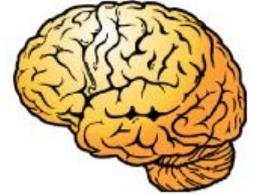
Carlos and Wilbur	Jorge and William
Similarities:	Similarities:
Differences:	Differences:

1. Describe the main differences between growing up in Bogota and rural Santander. In what ways did environmental factors affect the brothers’ development?
2. What impact do studies on pairs of identical twins have on the evolution of the nature vs. nurture debate?

Nature vs. Nurture

Superhero Brain Project

Superheroes, Villains,
Side Kicks, and the Brain



Who?

In groups no bigger than four, you are to complete the following unit project.

What is the task?

You are to make up a superhero, villain, or sidekick for 4 of the following areas of the human brain. Your task is to create your own superhero, by pretending you can magnify the abilities governed by certain parts of the human brain. Begin by completing the brainstorming sheet (on the back of this handout) and identify a superpower that could result from the altering of each of the areas of the brain listed. From this list, choose at least two of these superpowers that you would like your superhero to possess. Identify the area of the brain that would have to be altered to accomplish the skill(s) you have determined are necessary for your superhero or villain. What would that character possess as their special power and or special weakness if that part of their brain was 'super'? Then complete the following:

- Name your character
- Identify the super abilities she/ he possess
- Design a costume/ outfit that reflects his/ her main abilities
- Illustrate your superhero (can draw him/ her or use the internet, clip art, etc.)
- Explain which brain structures will need to be augmented/changed to accommodate the new super skills & why
- You also MUST have a back story on your character. This back story must include where in the brain the function is located and what a heightened ability would mean in this area. Identify a simple plot that would encourage this superhero to come to the rescue and use his/ her super powers
- Be sure that your illustration(s) are in color.

Introduction to Psychology - Unit 6 - Disorders

Psychology Themes

- Ethical principles guide psychology research and practice.

Enduring Understandings

- Psychological disorders are patterns of thoughts, feelings, or actions that are deviant, distressful, and dysfunctional.
- The causes of psychological disorders are both biological and environmental in nature.
- Psychological disorders negatively and severely interfere with one's daily life and well being.
- Treatment of psychological disorders can be complex and varies according to patients' needs.
- Acknowledgement and effective treatment of mental health issues are necessary for a fully functioning society.

Standards - Disorders & Therapies

- 1.4. Explain how stigma relates to abnormal behavior
- 1.5. Explain the impact of psychological disorders on the individual, family, and society
- 2.2. Describe the challenges associated with diagnosing psychological disorders
- 1.3. Describe appropriate treatments for different populations, including historical use and misuse of treatment

Knowledge

Students will know...

- Challenges associated with diagnosing disorders
- Stigma related to disorders
- Impact of psychological disorders on the individual, family, and society
- Variety of treatment options
- Efficacy of treatments
- Legal, ethical, and professional issues involved with treatment

Skills

Students will be skilled at (be able to)...

- Draw evidence from informational texts to support analysis, reflection, and research about causes and symptoms of psychological disorders.
- Work collaboratively to analyze fictional case studies and decide on treatment options while considering individual differences and legal/ethical issues involved with treatment decisions.

Psychological Disorders – Case Studies

Psychological Disorders: Case Studies

Directions: Read the following case studies, highlight important symptoms or relevant information, and then state the most appropriate diagnosis for each person.

Explain the rationale for each of your diagnoses. Some of these cases may not have disorders. In that case, indicate that the individual does not have a disorder and why this is the case.

1. Mary, age 52, lives alone in a three bedroom home. Her adult children are concerned because the house has become increasingly cluttered with items, including empty water bottles, grocery stores bags, hangers, clothing, and old food containers. Mary becomes agitated when they suggest bagging up the items and putting them in the trash. Mary states, “I need them! You can’t get rid of my valuables!” Lately, Mary has been sleeping on a small space on the couch, as her bed is covered with boxes and clothing.

Disorders – Case Studies Movie Characters

Disorders - Case Study Assessment Movie Characters

NAME: Tony Stark

Iron Man, 2008

BACKGROUND: Tony was raised in a very wealthy family. He is an only child and was given everything he wanted. From reflections on his past, Tony explains that his relationship with his father was rocky, and that he could never make him proud. His parents were not around much through Tony's life, and died when he was in college. Tony attended a prestigious University, MIT. He inherited a technological business from his father and makes very advanced weaponry.

SYMPTOMS/BEHAVIORS: Tony surrounds himself with the best of everything. He dresses in expensive clothes and is constantly seeking recognition for his work. Tony created an Iron Man suit and sought out recognition for his part in the heroic acts that Iron Man did. Tony has elaborate parties to show off his home and finds ways to continuously boast. At these parties, Tony excessively binges on alcoholic beverages. He has a very aggressive personality and blames others for mishaps in his life. Tony does not care if his actions affect others and thinks very little beyond himself. Tony is reckless and will do whatever he can to show off or seek a thrill. Tony is arrogant and flamboyant.

DIAGNOSIS:

DSM-IV-TR CRITERIA:

TREATMENT:

Conflict Resolution

Semester Elective for Grades 11-12

Average 45-55 students in 2 sections/year

The Process...

- Class began at Bethel HS over 20 years ago
- Taught by combination of social workers, special education teachers, and regular education teachers over the years.
- Course is "housed" in the social studies department and is co-taught by Katie Stevens and Sheila Levine.
- Researched courses similar to ours and spent time reviewing social-emotional research from the state of Connecticut
- We found that our course, as it has been taught, is closely aligned to both social-emotional research and other courses of the same type

The Process...

- State of CT does not have "standards" for social-emotional learning, so we used the CASEL Framework and competencies as the foundation of the course



The Process...

We started by writing transfer goals for the course that we added to the full list of

Social Studies Transfer Goals

Conflict Resolution Transfer Goals (examples)

- Analyze and resolve conflicts in order to work and live cooperatively with others
- Make informed decisions that support social, emotional and personal health and well-being
- Demonstrate social-awareness and interpersonal skills to establish and maintain positive relationships
- Exhibit ethical decision-making skills and responsible behaviors in personal, school, and community contexts
- Learn productive ways to deal with anger, stress and frustration
- Develop the self-awareness and self-management skills essential to success in school and in life

The 7 Units

1. Introduction to Conflict and Conflict Resolution
2. Communication
3. Values
4. Stress
5. Anger
6. Self-Esteem & Healthy Relationships
7. Healthy and Effective Problem Solving

- Grounded in CASEL's three big categories:
 - Emotional Development (Self Awareness, Self Management, Focus Attention, Social Awareness)
 - Self-Concept (Self Awareness, Self Management)
 - Social Competence (Social Awareness, Relationship Skills, Decision Making)

The Process...

- Assigned transfer goals to each unit
- Identified which standards/competencies belonged in each unit
- Created [Curriculum Map](#), including unit rationales
- Wrote Enduring Understandings, Essential Questions, Knowledge, and Skills for each units
- Curated all assessments and learning plans

Conflict Resolution - Unit 1 - Introduction to Conflict & Conflict Resolution

TRANSFER GOALS

- Analyze and resolve conflicts in order to work and live cooperatively with others
- Make informed decisions that support social, emotional and personal health and well-being

ENDURING UNDERSTANDINGS

- Conflict is a natural part of life that is neither positive or negative.
- There are many causes of conflict and multiple styles of conflict resolution management.
- Conflict is cyclical.

ESSENTIAL QUESTIONS

- How do our ideas, attitudes and beliefs about conflict influence our approach to conflict?

CASEL FRAMEWORK: Decision-Making

- The ability to make caring and constructive choices about personal behavior and social interactions across diverse situations. An individual's approach to problem solving that involves learning from others and from their own previous experiences, using their values to guide action, and accepting responsibility for their decisions.

KNOWLEDGE

Students will know the following characteristics of decision-making and how this knowledge can influence conflict resolution:

- Anticipating and evaluating the consequences of one's actions
- Recognizing how critical thinking skills are useful both inside & outside of school

SKILLS

Students will be skilled at:

- Taking others' perspectives
- Showing concern for the feelings of others
- Demonstrating empathy and compassion
- Identifying solutions for personal and social problems
- Demonstrating curiosity and open-mindedness
- Learning to make a reasoned judgment after analyzing information, data, facts

Unit 1 – Introduction to Conflict & Conflict Resolution

Conflict Cycle Self-Inventory

Objectives: Students will be able to apply their understanding of the Conflict Cycle by assessing personal conflict attitudes, behaviors, and consequences of using the Conflict Cycle.

Directions: Choose a conflict that you have recently either been part of or witnessed. For each of the questions below use specific examples to illustrate your response. Answers should be in complete sentences.

1. Briefly describe the conflict
2. How did my values or beliefs influence my response to this conflict?
3. How did I behave/respond to the conflict?
4. What were the consequences (results) of my response?
5. What could I have done differently to create a more positive outcome?
6. What attitudes do I have about conflict that can make the positive resolution of conflict more difficult?

Conflict Resolution - Unit 4 - Stress

TRANSFER GOALS

- Learn productive ways to deal with anger, stress and frustration
- Make informed decisions that support social, emotional and personal health and well-being

ENDURING UNDERSTANDINGS

- The ability to identify one's own stress triggers can help one find ways to manage their stressors in a healthy manner.
- Stress exists on a continuum including "acceptable" or "expected" levels of stress and increasing levels of stress

ESSENTIAL QUESTIONS

- How is stress unique to different life stages such as adolescence?
- What strategies can be employed to better manage acute and chronic stress?

CASEL FRAMEWORK: Self-Awareness

- The ability to understand one's own emotions, thoughts, and values and how they influence behavior across contexts. An individual's realistic understanding of their strengths and limitations, consistent desire for self-improvement, and the ability to recognize emotions and their impact on behavior.

KNOWLEDGE

Students will know the following characteristics of self-awareness and how this knowledge can impact stress levels and stress management:

- Integrating personal and social identities
- Identifying personal, cultural, and linguistic assets
- Linking feelings, values, and thoughts
- Examining prejudices and biases

SKILLS

Students will be skilled at (be able to)...

- Identifying solutions for personal and social problems
- Demonstrating curiosity and open-mindedness
- Learning to make a reasoned judgment after analyzing information, data, facts
- Identifying one's emotions
- Demonstrating honesty and integrity
- Having a growth mindset

Stepping Out of Your Comfort Zone

Unit 4 Stress

Learning Targets:

- I can explain what the “comfort zone is”
- I can identify the benefits of stepping out of the “comfort zone”

Introduction: We all have certain areas where we feel confident or comfortable. Once we venture into unknown areas, we may feel vulnerable or stressed. This is called “being out of your comfort zone.” So why would someone step out of their comfort zone if it might make them temporarily uncomfortable or stressed? As we mentioned in our earlier lessons, some types of stress are beneficial. Stepping out of your comfort zone can help you to deal with change, gain confidence and try new things.

Directions: Read the statements below. Next to each of the statements, put a “+” if you would feel comfortable doing what is mentioned, put a “0” if it would cause you to feel a little uncomfortable, or a “-” if it would take you out of your comfort zone. Then answer the questions that follow.



Would you...

1. Introduce yourself to someone you have never met before?
2. Apply for a job requiring an in-person interview with the boss?
3. Refuse to do something that everyone else is doing?
4. Make a speech in front of the whole student body?
5. Go to a movie or restaurant by yourself?
6. Stick up for a friend who everyone else is mad at?
7. Try out for a sports team or school play?
8. Go to college or get a job far from home?
9. Sit at a lunch table with people you don't know?

Conflict Resolution - Unit 5 - Anger

TRANSFER GOALS

- Learn productive ways to deal with anger, stress and frustration
- Interact and collaborate with others as a positive influence within a community
- Develop the self-awareness and self-management skills essential to success in school and in life

ENDURING UNDERSTANDINGS

- Differences exist between appropriate/inappropriate and constructive/destructive anger responses
- Anger is triggered by a variety of factors and understanding those triggers can help one better manage emotions.
- There are various skills for de-escalating anger to resolve conflict.

CASEL FRAMEWORK: Social Awareness

- The ability to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts. An individual's capacity to interact with others in a way that shows respect for their ideas and behaviors, recognizes their impact on them, and uses cooperation and tolerance in social situations.

ESSENTIAL QUESTIONS

- How can anger be channeled into positive outcomes?
- How can identifying triggers be helpful in anger management and conflict resolution?
- What are healthy ways to manage and de-escalate anger?

KNOWLEDGE

Students will know the following characteristics of social awareness and how this knowledge can influence feelings of anger and anger management strategies:

- Recognizing strengths in others
- Identifying diverse social norms, including unjust ones
- Recognizing situational demands and opportunities

SKILLS

Students will be skilled at (be able to) ...

- Identifying one's emotions
- Demonstrating honesty and integrity
- Taking others' perspectives
- Showing concern for the feelings of others
- Demonstrating empathy and compassion

Unit 5 – Anger

“What’s Your Communication Style?” Survey

*Directions: Let’s find out your communication style in different situations. Read the following scenarios and **highlight the answer** that best fits what you would do in that situation.*

Scenario #1: A friend asks you to borrow a pen in class, but you know they’ll never give it back and you don’t want to give out one of your favorite pens. (If you don’t care about loaning a pen, think about something you would care about loaning to someone- money, a favorite piece of clothing, etc.) Do you...

1. Smile politely and say, "I'm really sorry but no. I didn't get back the last pen that I loaned out and this is my favorite pen. Maybe you can ask the teacher to borrow a pen."
2. You glare at them and say, "No way! You stole the last pen I gave you. Get your own!" That'll teach them...
3. You pretend not to hear the question. When they keep on asking, you give them a pen, and mutter under your breath, "You're probably not going to give this one back either."
4. Say, "Sure!" with a smile, and hand them the pen. (And in your head, you say, "Goodbye pen, I'll miss you!")



Any Questions??

