



Park Hill School District

Building Successful Futures • Each Student • Every Day

Life Readiness

Course Description: Life Readiness is a course designed to help students connect the dots between their thinking, their feelings, and their behaviors. It focuses on instilling and developing awareness and management skills that students will need in order to effectively navigate circumstances applicable to their lives beyond just in the academic setting. Learning experiences in this course will focus on how to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions that lead to positive outcomes in their lives, both socially and emotionally.

Scope and Sequence:

Timeframe	Unit	Instructional Topics
3 Weeks	Self Awareness	Topic 1: Strengths Topic 2: Emotions Topic 3: External Supports
4 Weeks	Self Management	Topic 1: Emotional Regulation Topic 2: Motivation Topic 3: Resiliency
4 Weeks	Social Awareness	Topic 1: Positive Relationships Topic 2: Acceptance and Respect of Others Topic 3: Resource Advocacy
3 Weeks	Relationship Skills	Topic 1: Communication Skills Topic 2: Resolving Conflict Topic 3: Navigating Relationships
4 Weeks	Responsible Decision Making	Topic 1: My Safety & Well Being Topic 2: Evaluating Consequences Topic 3: Transitions

Unit 1: Self Awareness

Subject: Life Readiness

Grade: 9-12

Name of Unit: Self Awareness

Length of Unit: 3 weeks

Overview of Unit: Students will learn the importance of self-awareness. They will focus on a realistic assessment of their own abilities and identification of emotions that will lead to a positive concept of self.

Priority Standards for unit:

- Students will become aware of different types of strengths, including physical, academic, situational, and personality based.
- Students will identify individual strengths and areas for personal growth.
- Students will apply strategies that promote acceptance and respect of others within the global community.
- Students will recognize the relevance of all work and workers, and their existence in a global society.
- Students will use goal setting to monitor academic progress and be able to adjust to changing circumstances in school in order to meet educational expectations.

Essential Questions:

1. What are my strengths and how do I use them in times of stress and when faced with challenges?
2. What emotions do I regularly experience and how do I express those feelings?
3. Where can I go to get help? (recognize external support systems)
4. What coping strategies do I possess to help me in times of high stress?

Enduring Understanding/Big Ideas:

1. Students will use current interests, strengths and limitations to guide career exploration
2. Having a realistic assessment of our own abilities
3. Knowing how one feels in the moment and being able to express those feelings
4. Finding resources that can assist in a variety of circumstances

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
• Self-Awareness • Self-Advocacy • Emotional Regulation	• Acceptance • Citizenship • Confidence • Cooperation • Responsibility • Perseverance • Cope • Advocate • Stress • Emotion • Emotional regulation • Consequences • Strategy

Unit 1 Engaging Scenario

An Engaging Scenario is a culminating activity tied to the unit's priority standards, that includes the following components: situation, challenge, specific roles, audience, product or performance.

Engaging Scenario 2 blocks

Students will create an all about me one-pager to visually share key ideas and information gleaned about themselves during this unit. Students will use both visual symbols and words to clearly and concisely share their most important takeaways demonstrating an understanding:

- Their strengths and how they use them in times of stress
- The emotions they experience and how they are expressed
- Identify where they can go to get help (trusted adults or other external supports)
- Identify the coping strategies they possess to help in times of high stress

This will be used as a vision board to guide their learning throughout the remainder of the course so they can pull their strengths forward to help them work through the obstacles they come across.

This Engaging Scenario should provide students the opportunity to answer the [essential questions of this unit](#), as well as provide teachers the opportunity to assess students' ability to do so.

Summary of Unit Learning Experiences

Topic #	Engaging Experience Title	Description	Suggested Length of Time
Topic 1	Strengths	Identifying personal strengths and limitations. Understand feelings of self-worth and personal capabilities	Approx 1 week
Topic 2	Emotions	Being able to recognize the emotions that you experience, understand the feelings associated with those emotions, and understand what you think and do as a result.	Approx 1 week
Topic 3	External Supports	Identifying the specific external supports are needed to meet my needs when I am struggling with big and overwhelming feelings.	Approx 1 week
Engaging Scenario		Students will create an all about me one-pager to visually share key ideas and information gleaned about themselves during this unit. Students will use both visual symbols and words to clearly and concisely share their most important takeaways demonstrating an understanding: - Their strengths and how they use them in times of stress - The emotions they experience and how they are expressed - Identify where they can go to get help (trusted adults or other external supports) - Identify the coping strategies they possess to help me in times of high stress This will be used as a vision board to guide their learning throughout the remainder of the course so they can pull their strengths forward to help them work through the obstacles they come across.	Approx 2 blocks

Topic 1: My Strengths



Engaging Experience 1

Title: Identify personal strengths and limitations. Understand feelings of self-worth and personal capabilities

Suggested Length of Time: 1 Week

Standards Addressed

Priority:

- Students will become aware of different types of strengths, including physical, academic, situational, and personality based.
- Students will identify individual strengths and areas for personal growth.

Essential Questions:

1. What are my strengths and how do I use them in times of stress and when faced with challenges?

Enduring Understanding/Big Ideas:

1. Students will use current interests, strengths and limitations to guide career exploration
2. Having a realistic assessment of our own abilities

Detailed Description/Instructions: Students will recognize that each individual has personal strengths. They will identify their own personal strengths and weaknesses. Then, they will identify ways they can use their strengths to overcome their weaknesses.

Possible Activities:

Have students rewrite this piece of wisdom in their own words, as if passing it on to a friend or classmate.

Quote: “Once we know our weaknesses, they cease to do us any harm.” –Georg C. Lichtenberg

Have students write a one-minute sales pitch or want ad (100 words or less) describing their skills, interests, and experiences. Remind students to use lively, positive language. Have students share their first drafts with a partner for feedback before presenting their pitches/ads to the class.

Have students create business cards on a computer, choosing a logo and slogan that characterizes their strengths. (Specify in advance if it’s okay for them to include phone numbers/emails.) Have students share their work in small groups, explaining their choices of words and design.

Have students interview an adult they admire about something he or she considers a weakness, and how he or she has compensated for it or used it as an advantage. Have students summarize their findings in a paragraph. Have the class discuss what they've learned. Create a chart of strategies for compensating for weaknesses.

Have students read *Freak the Mighty* by Rodman Philbrick, or watch the movie based on the novel (*The Mighty*). Discuss the relationship between the main characters—oversized, learning disabled Max and physically disabled, genius Kevin. Have students list the strengths of each young man and describe how they helped each other compensate for their respective weaknesses.

Topic 2: My Emotions



Engaging Experience 1

Title: Being able to recognize the emotions that you experience, understand the feelings associated with those emotions, and understand what you think and do as a result.

Suggested Length of Time: approximately 1 week

Standards Addressed

Priority:

- Students will apply strategies that promote acceptance and respect of others within the global community.
- Students will recognize the relevance of all work and workers, and their existence in a global society.

Essential Questions:

1. What are my strengths and how do I use them in times of stress and when faced with challenges?
2. What emotions do I regularly experience and how do I express those feelings?

Enduring Understanding/Big Ideas:

1. Knowing how one feels in the moment and being able to express those feelings.

Detailed Description/Instructions: The students will build awareness about emotions and the way that our thinking can regulate our emotions. Students will learn the difference between positive and negative strategies that we use to regulate our emotions and recognize the use of good and bad strategies in everyday situations.

Possible Activities:

Life is full of stressful experiences. We have different ways to deal with the stressors in our lives. One way is by managing the emotions that we feel in relation to these stressors. We want to understand how we think about our emotions so we can control them and change them.

Practice thinking about stressful experiences that can make us feel and think negatively:

How would you feel if your best friend invited you to a party?

How would you feel if no one would let you join the game they were playing?

How would you feel if some kids started teasing you?

How would you feel if...

How would you feel if...

How would you feel if...

Video: Alexandra Orlando competing at the Beijing Olympics [\(link\)](#)

Case Example:

A few years ago, there was a gymnast named Alexandra who had been training for the Olympics her entire life. She was the best gymnast in Canada. She was so good that she was going to be able to go to the Olympics when she turned 18. Unfortunately, when the day came that she was going to be allowed to go to the Olympics, she got a phone call from a person who told her that she could not go any more. At first, she was very sad about this news. She cried a lot and got very angry at the people who told her she could not compete at the Olympics anymore. After speaking with her parents and her friends about it, she realized that instead of being sad, she could accept the situation. She realized that there is nothing she could have done to stop this from happening, so she accepted it and started to train for the Olympics again. 4 years later, she was still the best gymnast in Canada, and she finally went to the Olympics. She ranked 12th in the world, and it was the happiest day of her life.

- Do you think that Alexandra would have been able to keep working hard to make it to the Olympics if she had not accepted the situation?
- Why not?
- Did acceptance turn out to be a positive strategy?

Title: Emotional Regulation

Suggested Length of Time: 1 week

Standards Addressed

Priority:

- Students will apply strategies that promote acceptance and respect of others within the global community.
- Students will recognize the relevance of all work and workers, and their existence in a global society.

Essential Questions:

1. What are my strengths and how do I use them in times of stress and when faced with challenges?
2. What emotions do I regularly experience and how do I express those feelings?
3. What are some techniques I can use to help me maintain a positive mood or get back into an emotionally balanced state?

Enduring Understanding/Big Ideas:

1. Knowing how one feels in the moment and being able to express those feelings.
2. Identify healthy activities that help you regulate your emotions.

Detailed Description/Instructions: The students will build awareness about emotions and the way that our thinking can regulate our emotions. Students will learn the difference between positive and negative strategies that we use to regulate our emotions and recognize the use of good and bad strategies in everyday situations.

Learn to change the way we think about a stressful situation and apply the positive strategy.

1. Role-play: Set up role-playing situations reflecting stressful situations or conflicts that may occur among students. Possible scenarios include:
 - a. The project you have been working on in class is due, but you haven't met all the requirements on the rubric.
 - b. You applied for a job, but you haven't heard back from them yet.
 - c. You ask a peer out on a date, but they say no.... Or they say yes....
2. Resolve: Encourage students to understand that these things happen and use their own words to move past the negative emotion and resolve the situation.
3. Discuss: After each role-playing situation, discuss what happened. Praise for their good acceptance and problem-solving skills. Emphasize the importance of thinking positively and accepting what happened.

Read: [How hot or cold does your emotional engine run?](#)

Identify various techniques that may help students steer their emotions in the right direction to maintain a positive mood and emotional balance.

Healthy activities that help you regulate your emotions include:

- Talking with friends
- Exercising
- Writing in a journal
- Meditation
- Therapy
- Taking care of yourself when physically ill
- Getting adequate sleep
- Paying attention to negative thoughts that occur before or after strong emotions
- Taking a break

These activities are healthy because they contribute to better management of your emotions, and do not cause any harm.

Unhealthy activities include:

- Abusing alcohol or other substances
- Self-injury
- Avoiding or withdrawing from difficult situations
- Physical or verbal aggression
- Excessive social media use, to the exclusion of other responsibilities (Rolston & Lloyd-Richardson, n.d.)

These activities tend to feel good and help in the moment, as well as provide a better strategy than “total avoidance” of situations that you inevitably will have to face.

When you are tempted to engage in an unhealthy activity, consider an activity that builds a sense of achievement instead. Try an activity that will result in you learning something new or developing a new skill and allow yourself the space to build on it every day.

Doing something positive and fulfilling like this can not only increase your skills and boost your positive emotions but will also leave less room for negative emotions (Rolston & Lloyd-Richardson, n.d.).

Topic 3: External Supports



Engaging Experience 1

Title: Identifying the specific external supports are needed to meet my needs when I am struggling with big and overwhelming feelings.

Suggested Length of Time: Approximately 1 week

Priority Standards for unit:

- Students will become aware of different types of strengths, including physical, academic, situational, and personality based.
- Students will identify individual strengths and areas for personal growth.
- Students will apply strategies that promote acceptance and respect of others within the global community.
- Students will recognize the relevance of all work and workers, and their existence in a global society.
- Students will use goal setting to monitor academic progress and be able to adjust to changing circumstances in school in order to meet educational expectations.

Essential Questions:

1. Where can I go to get help? (recognize external support systems)
2. What coping strategies do I possess to help me in times of high stress?

Enduring Understanding/Big Ideas:

1. Having a realistic assessment of our own abilities
2. Knowing how one feels in the moment and being able to express those feelings
3. Finding resources that can assist in a variety of circumstances

Detailed Description/Instructions: Students will identify specific external supports that are needed when I am struggling with big and overwhelming feelings. Understanding who you can count on is a key social and emotional skill. Students benefit from knowing who is in their support system, when to access them, and how to access them. It is so powerful for a child to know that when they are upset or in trouble there is a support system they know how to access on their own.

Possible Activities:

- Have students rate how big the problem is by coloring in a bullseye. Small problems may just be the center circle and it would continue to expand as the problem got bigger. They could then add people they would go to for small, medium, and big problems. Try having students add themselves to the center and then add people to the circle. The closer the relationship they have with that person, the closer that person would be to them on the diagram.
- When deciding when to access help, students can consider someone in their support system that has a specific expertise. Who do they know that would be really good at solving this problem or be able to help them best? Their best friend might be good when they are having an argument with someone, but not the best when they want to find resources for a research paper.
- Talk with students about how to access help from adults at school or in the community. We differentiated when it was an emergency and when it was something that could wait until the next free opportunity. When they are in the community, they should know how to access a police officer or a responsible adult.
- Ask students to reflect if they are part of someone else's support system? They aren't always the ones that need help; they can also be someone who helps.
- [My Support System](#)
- What roles do you play in your life? I.e., sister, daughter, student, etc. How does each role make you feel and how are they connected?

Unit 1 Engaging Scenario

An Engaging Scenario is a culminating activity tied to the unit's priority standards, that includes the following components: situation, challenge, specific roles, audience, product or performance.

Engaging Scenario **Engaging Scenario** 1 week

Students will create an all about me one-pager to visually share key ideas and information gleaned about themselves during this unit. Students will use both visual symbols and words to clearly and concisely share their most important takeaways demonstrating an understanding:

- Their strengths and how they use them in times of stress
- The emotions they experience and how they are expressed
- Identify where they can go to get help (trusted adults or other external supports)
- Identify the coping strategies they possess to help in times of high stress

This will be used as a vision board to guide their learning throughout the remainder of the course so they can pull their strengths forward to help them work through the obstacles they come across.

This Engaging Scenario should provide students the opportunity to answer the [essential questions of this unit](#), as well as provide teachers the opportunity to assess students' ability to do so.

Unit 2: Self Management

Subject: Life Readiness

Grade: 9-12

Name of Unit: Self-Management

Length of Unit: 4 weeks

Overview of Unit: Students will learn how to regulate their thoughts, emotions, and behaviors. They will learn the importance of motivating themselves and being resilient.

Priority Standards for unit:

- Students will review and revise strategies to cope with life-changing events.
- Students will identify and practice ways to be a contributing group member.
- Students will apply personal planning strategies to balance individual, family, and school responsibilities.

Essential Questions:

1. What strategies can I use to cope with stress and adversity?
2. How can I harness my emotions and behavior in productive ways?
3. What problem solving skills can I use when obstacles arise?

Enduring Understanding/Big Ideas:

1. Demonstrate the skills to manage and express emotions, thoughts, impulses and stress in effective ways.
2. Demonstrate the skills to set, monitor, adapt, achieve and evaluate goals.
3. Build agency and hope and setting and achieving personal and collective goals.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
• Behavior • Emotion • SMART Goals	• Impulses • Motivation • Stress • Coping • Dopamine • Self-control • Mindfulness • Resiliency

Unit 2 Engaging Scenario

An Engaging Scenario is a culminating activity tied to the unit's priority standards, that includes the following components: situation, challenge, specific roles, audience, product or performance.

Engaging Scenario 2 blocks

Students will compile information from the unit activities to keep in a binder. Items to be included:

Emotion and coping strategy chart

- emotion tracker
- list of strategies
- list of supportive people

Dopamine infographic

SMART goals

- checkpoints

Resiliency plan

- list of activities
- list of supportive people
- resources

This Engaging Scenario should provide students the opportunity to answer the [essential questions of this unit](#), as well as provide teachers the opportunity to assess students' ability to do so.

Summary of Unit Learning Experiences

Topic #	Engaging Experience Title	Description	Suggested Length of Time
Topic 1	Regulation Monitoring My Emotions	Students will develop and demonstrate self-management skills, the ability to self-monitor and regulate emotions and develop positive behaviors related to school and life success. Students will develop a chart to track emotions and coping strategies, including the outcome of each strategy. Students will look for patterns in emotions and evaluate their regulation success.	ongoing
Topic 2	Motivation Increasing Our Motivation	Students will address reasons for a lack of motivation as well as strategies that will help increase their motivation during specific times. Students will create an infographic outlining information about dopamine they have researched. Information to incorporate in the infographic: What is dopamine? What does it do? What can cause a decrease in dopamine? What activities increase dopamine?	1 week
Topic 3	Resiliency Gifts of Talents	Students will create a paper box (origami video). On separate pieces of paper, students list their talents and place them in the box. The class will discuss how their individual talents can help them persevere and achieve their goals. *can also include positive statements	2 blocks
Engaging Scenario		Students will compile information from the unit activities to keep in a binder. Items to be included: -Emotion and coping strategy chart -Dopamine infographic -SMART goals -Resiliency plan	2 blocks

Detailed Description/Instructions:

- Make a class list of the activities from Unit 1 for pupils to reference when they begin to feel stressed.
- Challenge learners to create a new list of calming activities changing the methods that didn't work.
- Take time during the day for brain breaks that decrease stress.
- Have learners engage in a think-pair-share to discuss their favorite strategies for focusing and paying attention.
- Ask individuals to draw pictures of an emotion, and then invite classmates to guess the emotion.
- Give students opportunities to journal in order to reflect on choices they have made during the
- day and whether their choices are aligned to their own value systems.

Topic 1: Regulation



Engaging Experience 1

Title: Monitoring My Emotions

Suggested Length of Time: ongoing

Standards Addressed

Priority:

- Students will review and revise strategies to cope with life-changing events.
- Students will identify and practice ways to be a contributing group member.
- Students will apply personal planning strategies to balance individual, family, and school responsibilities.

Detailed Description/Instructions: Students will develop and demonstrate self-management skills, the ability to self-monitor and regulate emotions and develop positive behaviors related to school and life success. Students will develop a chart to track emotions and coping strategies, including the outcome of each strategy. Students will look for patterns in emotions and evaluate their regulation success.



Engaging Experience 2

Title: I Was Just Kidding - Understanding Other People's Emotions

Suggested Length of Time:

Standards Addressed

Priority:

- Students will review and revise strategies to cope with life-changing events.
- Students will identify and practice ways to be a contributing group member.
- Students will apply personal planning strategies to balance individual, family, and school responsibilities.

Detailed Description/Instructions: Students will discuss and share examples of these statements written on the board: "I was just kidding." "I didn't mean anything by it." "Can't you take a joke?" Watch video [\(link\)](#)

Students contribute to a class T-chart outlining the difference between teasing and bullying.

Using these definitions, discuss the scenarios at [\(link\)](#)

Topic 2: Motivation



Engaging Experience 1

Title: Increasing Our Motivation

Suggested Length of Time: 1 week

Standards Addressed

Priority:

- Students will review and revise strategies to cope with life-changing events.
- Students will identify and practice ways to be a contributing group member.
- Students will apply personal planning strategies to balance individual, family, and school responsibilities.

Detailed Description/Instructions: Students will address reasons for a lack of motivation as well as strategies that will help increase their motivation during specific times. Students will create an infographic outlining information about dopamine they have researched. Information to incorporate in the infographic: What is dopamine? What does it do? What can cause a decrease in dopamine? What activities increase dopamine?

Ideas:

Stress decreases motivation. Brainstorm strategies to decrease stress - laugh out loud, exercise, power nap, organization.

[TED-Ed video](#)

Students list activities/people that motivate them



Engaging Experience 2

Title: Setting Goals

Suggested Length of Time: 1 week

Standards Addressed

Priority:

- Students will review and revise strategies to cope with life-changing events.
- Students will identify and practice ways to be a contributing group member.
- Students will apply personal planning strategies to balance individual, family, and school responsibilities.

Detailed Description/Instructions: Students will develop SMART goals for school and home life. Goals should include timelines and checkpoints.

Topic 3: Resiliency



Engaging Experience 1

Title: Gifts of Talents

Suggested Length of Time: 2 blocks

Standards Addressed

Priority:

- Students will review and revise strategies to cope with life-changing events.
- Students will identify and practice ways to be a contributing group member.
- Students will apply personal planning strategies to balance individual, family, and school responsibilities.

Detailed Description/Instructions: Students will create a paper box ([origami video](#)). On separate pieces of paper, students list their talents and place them in the box. The class will discuss how their individual talents can help them persevere and achieve their goals.

*can also include positive statements

Ideas

- A Picture Tells a Thousand Words - teacher printed pictures that represent resiliency, students choose one picture and explain how it relates to resiliency. Class discussion - what it looks like, feels like and sounds like to be resilient.
- Forgiveness article - [Nine Steps to Forgiveness by Greater Good in Action](#) Class discussion
- Benefits of Resilience - research
- ‘What if?’ scenarios - what is your Plan B?
- What if you were working on an assignment and realize you didn’t read the directions carefully, you incorrectly completed the assignment.
- What is your Plan B?
- What if you were out with a friend and you realize you forgot your wallet. What is your Plan B?

Engaging Experience 2

Title: Resilience Plan

Suggested Length of Time: 1 week

Standards Addressed

Priority:

- Students will review and revise strategies to cope with life-changing events.
- Students will identify and practice ways to be a contributing group member.
- Students will apply personal planning strategies to balance individual, family, and school responsibilities.

Detailed Description/Instructions: Students will create a Resilience Plan by brainstorming resilience strategies, supportive people, positive affirmations, and helpful resources. Finalized ideas will be placed in writing to keep. During class discussion, students will apply their resiliency plans to a real-life scenario.

Unit 2 Engaging Scenario

An Engaging Scenario is a culminating activity tied to the unit's priority standards, that includes the following components: situation, challenge, specific roles, audience, product or performance.

Engaging Scenario 2 blocks

Students will create and keep a self-advocacy binder with the resources they will need in the future to help them self-advocate. As they learn about their own learning styles, strengths, weaknesses, interests and preferences it will help them ask for the necessary accommodations on a job or in post-secondary education. Items such as resumes, contact information for references to refer to when applying for employment. They will also gather pamphlets and informational items for programs they may qualify for and support they can call upon as needed.

Students will compile information from the unit activities to keep in their self-advocacy binder. Items to be included:

Emotion and coping strategy chart

- emotion tracker
- list of strategies
- list of supportive people

Dopamine infographic

SMART goals

- checkpoints

Resiliency plan

- list of activities
- list of supportive people
- resources

This Engaging Scenario should provide students the opportunity to answer the [essential questions of this unit](#), as well as provide teachers the opportunity to assess students' ability to do so.

Unit 3: Social Awareness

Subject: Life Readiness

Grade: 9-12

Name of Unit: Social Awareness

Length of Unit: 4 weeks

Overview of Unit:

Social awareness is an understanding of the various roles, positions, statuses, cultures, responsibilities, and connections present in groups physical and/or virtual. It includes knowing about group dynamics, as well as the effects the individual has on the group and the effects the group has on the individual. Social awareness informs appropriate responses. Being socially aware includes acknowledging and respecting others' rights to their beliefs, emotions, and choices.

Priority Standards for unit:

- Students will be able to take the perspective of others.
- Students will be able to recognize the strengths in others.
- Students will demonstrate empathy and compassion for others.
- Students will show concern for the feelings of others.
- Students will develop an understanding of gratitude.
- Students will identify diverse social norms, including unjust ones.
- Students will recognize situational demands and opportunities.
- Students will understand the influences of organizations and systems on behavior.

Essential Questions:

1. Should we respect a person's right to believe when it differs from our belief system?
2. Are social and cultural norms universal?
3. What role does empathy play in respectful interactions?
4. Is empathy essential to a civil society?
5. Do others see me as I see myself?

Enduring Understanding/Big Ideas:

1. Understanding and respecting the similarities and differences of others allows individuals to develop empathy and an appreciation for the rights of others.
2. Understanding social and cultural norms is essential to developing social awareness.
3. Understanding the perceptions of others is essential to the development of social awareness.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
● Conflict ● Diversity ● Opinions ● Practices ● Norms ● Empathy ● Perception ● Perspective ● Values ● Stereotypes ● Prejudice ● Cultural differences ● Critical thinking skills ● Tolerance ● Respect ● Global perspective ● Citizenship ● Discretion ● Social cues ● Civilized ● Bully ● Bystander	● Familial relationships ● Acquaintances ● Intimate relationships ● Situational relationships ● Codependent relationship

Unit 3 Engaging Scenario

Engaging Scenario ongoing

Students will create and keep a self-advocacy binder with the resources they will need in the future to help them self-advocate. As they learn about their own learning styles, strengths, weaknesses, interests and preferences it will help them ask for the necessary accommodations on a job or in post-secondary education. Items such as resumes, contact information for references to refer to when applying for employment. They will also gather pamphlets and informational items for programs they may qualify for and support they can call upon as needed.

This Engaging Scenario should provide students the opportunity to answer the [essential questions of this unit](#), as well as provide teachers the opportunity to assess students' ability to do so.

Summary of Unit Learning Experiences

Topic #	Engaging Experience Title	Description	Suggested Length of Time
Topic 1	<u>Positive Relationships</u>	Social awareness and relationships involve empathizing with and taking the perspective of others; understanding social and ethical norms for behavior; and cultivating positive, supportive connections with friends, classmates, and adults.	2 weeks
Topic 2	<u>Acceptance and Respect of Others</u>	Acceptance and respect of others involves taking the perspective of and showing empathy, compassion, and respect toward people who are similar and different from myself. Understanding the reasons people may feel, think, and act the way they do and recognize people's talents.	1 week

Topic 3	Resource Advocacy	Students will create and keep a self-advocacy binder with the resources they will need in the future to help them self-advocate. As they learn about their own learning styles, strengths, weaknesses, interests and preferences it will help them ask for the necessary accommodations on a job or in post-secondary education. Items such as resumes, contact information for references to refer to when applying for employment. They will also gather pamphlets and informational items for programs they may qualify for and support they can call upon as needed.	ongoing
	Engaging Scenario	Students will create and keep a self-advocacy binder with the resources they will need in the future to help them self-advocate. As they learn about their own learning styles, strengths, weaknesses, interests and preferences it will help them ask for the necessary accommodations on a job or in post-secondary education. Items such as resumes, contact information for references to refer to when applying for employment. They will also gather pamphlets and informational items for programs they may qualify for and support they can call upon as needed.	1 week

Topic 1: Positive Relationships



Engaging Experience 1

Title: Positive Peer Relationships

Suggested Length of Time: 1 week

Standards Addressed

Priority:

- Students will be able to take the perspective of others.
- Students will be able to recognize the strengths in others.
- Students will demonstrate empathy and compassion for others.
- Students will show concern for the feelings of others.
- Students will develop an understanding of gratitude.

Essential Questions:

1. Should we respect a person's right to believe when it differs from our belief system?
2. What role does empathy play in respectful interactions?
3. Is empathy essential to a civil society?

Enduring Understanding/Big Ideas:

1. Understanding and respecting the similarities and differences of others allows individuals to develop empathy and an appreciation for the rights of others.
2. Understanding social and cultural norms is essential to developing social awareness.
3. Understanding the perceptions of others is essential to the development of social awareness.

Detailed Description/Instructions:

Students will engage in authentic and collaborative conversations about how to make friends, what makes a person a friend. They will explore social skills and what is appropriate for different types of relationships. Students will engage in various listening activities, self-advocacy, discuss boundaries, empathy and gratitude.

Students will explore the differences between Healthy vs. Unhealthy Relationships, the various types of relationships, and the types of abuse that may encounter in these various relationships (physical, emotional, financial, sexual, digital).



Engaging Experience 2

Title: Relationships Rights and Responsibilities

Suggested Length of Time: 1 week

Standards Addressed

Priority:

- Students will be able to take the perspective of others.
- Students will be able to recognize the strengths in others.
- Students will demonstrate empathy and compassion for others.
- Students will show concern for the feelings of others.
- Students will develop an understanding of gratitude.

Detailed Description/Instructions: After discussion students will fill out a [Relationship Bill of Rights and Responsibilities](#) - outlining their rights and responsibilities in relationships. Do your rights and responsibilities differ depending on the relationship? What would be the consequences of someone infringing on someone's rights in a relationship?

Setting relationship boundaries - students make posters using road sign templates (speed limit, yield, healthy relationship Xing) to show boundaries when in a relationship, post signs around the room.

Digital Abuse

Digital Use Survey

Digital Use infographic ([link](#))

Students will create their own infographic about teen dating abuse.

Topic 2: Acceptance and Respect of Others

Engaging Experience 1

Title: Victim of a Single Story

Suggested Length of Time: 3 blocks

Standards Addressed

Priority:

- Students will apply strategies that promote acceptance and respect of others within the global community.
- Students will recognize the relevance of all work and workers, and their existence in a global society.

Detailed Description/Instructions: [Ted Talk - The Danger of a Single Story](#)

Write about a situation in which you felt victim to a single story. This could either be a situation when you had a single story of another person, group of people, or place or someone had such a single story about you. How could having a balance of stories have changed the situation?

Engaging Experience 2

Title: Breaking down Prejudice and Stereotypes

Suggested Length of Time: 3 blocks

Standards Addressed

Priority:

- Understand that people have negative attitudes and what is meant by prejudice and stereotypes.
- Be able to recognize my own and others' stereotypical and prejudicial attitudes.
- Be aware of the negative consequences of prejudice and stereotypes.

Detailed Description/Instructions: Students will engage in a thinking skills activity which aims to reveal students' own prejudicial and stereotypical views in order to introduce concepts.

Students then explore stereotypes of different genders and of teenagers to appreciate how it feels to be labeled. This enables them to empathize with other groups that can be stereotyped and to challenge the negative labels.

Students will create a Be the Change Banner - they will write ways they can change stereotypes and bias on pennants.

Students will work collaboratively to create classroom posters about respect. What does respect feel like? What does respect sound like? What does respect look like?

Topic 3: Resource Advocacy

Engaging Experience 1

Title: Transition and Self-Advocacy

Suggested Length of Time: Ongoing

Standards Addressed

Priority:

- Students will recognize situational demands and opportunities.
- Students will understand the influences of organizations and systems on behavior.

Detailed Description/Instructions: Students will create and keep a self-advocacy binder with the resources they will need in the future to help them self-advocate. As they learn about their own learning styles, strengths, weaknesses, interests and preferences it will help them ask for the necessary accommodations on a job or in post-secondary education. Items such as resumes, contact information for references to refer to when applying for employment. They will also gather pamphlets and informational items for programs they may qualify for and support they can call upon as needed.



Engaging Experience 2

Title: Guest Speakers

Suggested Length of Time: ongoing

Standards Addressed

Priority:

- Students will be able to take the perspective of others.
- Students will develop an understanding of gratitude.
- Students will identify diverse social norms, including unjust ones.
- Students will recognize situational demands and opportunities.
- Students will understand the influences of organizations and systems on behavior.

Detailed Description/Instructions: Students will be invited to participate in engaging conversations about the services and supports provided by outside agencies and organizations that may be accessed by students in need of support. These agencies will be invited to talk about their organizations, their services, supports, and the application process to receive their services - this will include entities such as Tri-County, Vocational Rehabilitation, Easter Seals, etc. The informational items they provide, will be stored in the resource binder for students to use in the future.

Unit 3 Engaging Scenario

An Engaging Scenario is a culminating activity tied to the unit's priority standards, that includes the following components: situation, challenge, specific roles, audience, product or performance.

Engaging Scenario Ongoing

Students will create and keep a self-advocacy binder with the resources they will need in the future to help them self-advocate. As they learn about their own learning styles, strengths, weaknesses, interests and preferences it will help them ask for the necessary accommodations on a job or in post-secondary education. Items such as resumes, contact information for references to refer to when applying for employment. They will also gather pamphlets and informational items for programs they may qualify for and support they can call upon as needed.

This Engaging Scenario should provide students the opportunity to answer the [essential questions of this unit](#), as well as provide teachers the opportunity to assess students' ability to do so.

Unit 4: Relationship Skills

Subject: Life Readiness

Grade: 9-12

Name of Unit: Relationship Skills

Length of Unit: 3 weeks

Overview of Unit: Relationship skills are used to establish, maintain, and restore healthy and supportive relationships and to effectively navigate settings with differing social and cultural demands and opportunities among individuals and diverse groups. This includes the capacity to use restorative practices to reflect on the impact of their words and actions and to repair and heal relationships with others.

Priority Standards for unit:

- Students will identify interpersonal skills needed to maintain quality relationships.
- Students will apply problem solving and conflict resolution skills to new challenges.
- Students will practice collaborative problem solving focused on the common good.
- Students will attend to harm or conflict through restorative practices.

Supporting Standards for unit:

- Students will stand up for the rights of others.
- Students will listen actively, communicate effectively, and practice self-advocacy to get their needs met.

Essential Questions:

- What are the elements that build a strong friendship?
- How do friendships change over time?
- What impact does family have during different stages of our lives?
- How is conflict an inevitable part of relationships?
- How do you know if a relationship is healthy or hurtful?
- What personal qualities help or hinder the formation of relationships?
- How are people transformed through their relationships with others?

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
● Validation ● Manipulative	● Honesty ● Respect

• Communication • Respect • Healthy • Partnership • Mutual • Boundaries	• Communication • Compromise
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Unit 4 Engaging Scenario

An Engaging Scenario is a culminating activity tied to the unit's priority standards, that includes the following components: situation, challenge, specific roles, audience, product or performance.

Engaging Scenario 3-4 blocks

Students learn to consider, explore, and discuss various options to the difficult, real-life situations presented through informal dialogue about healthy relationships. Topics could include cheating, bullies, dating, parties, parental expectations, siblings, personal responsibilities, drinking, money, smoking, and drug use. Scenarios to consider:

This Engaging Scenario should provide students the opportunity to answer the [essential questions of this unit](#), as well as provide teachers the opportunity to assess students' ability to do so.

Summary of Unit Learning Experiences

Topic #	Engaging Experience Title	Description	Suggested Length of Time
Topic 1	Communication Skills Communication Styles	Students take a communication style quiz. Discuss the advantages and disadvantages to the different styles - passive, aggressive, assertive. Roll play scenarios.	3 blocks
Topic 2	Resolving Conflict In the Wild	Show students pictures of animals and have them discuss how each animal would handle conflict and why? What skills do they have/don't have to make this type of response correct? What is in their environment to necessitate this type of response?	1 block
Topic 3	Navigating Relationships Friend Advertisement	Students brainstorm qualities they would like in a friend as well as the qualities that would contribute to a healthy relationship. The advertisement can be a poster, act out a tv commercial, or a radio advertisement. Discussion: Why do people have different qualities in their advertisement?	1 block
Engaging Scenario		Students learn to consider, explore, and discuss various options to the difficult, real-life situations presented through informal dialogue about healthy relationships. Topics could include cheating, bullies, dating, parties, parental expectations, siblings, personal responsibilities, drinking, money, smoking, and drug use. Scenarios to consider:	3-4 blocks

Topic 1: Communication Skills



Engaging Experience 1

Title: Communication Styles

Suggested Length of Time: 3 blocks

Standards Addressed

Priority:

- Students will identify interpersonal skills needed to maintain quality relationships.
- Students will apply problem solving and conflict resolution skills to new challenges.
- Students will practice collaborative problem solving focused on the common good.
- Students will attend to harm or conflict through restorative practices.

Supporting:

- Students will stand up for the rights of others.
- Students will listen actively, communicate effectively, and practice self-advocacy to get their needs met.

Detailed Description/Instructions:

Students take a communication style quiz. Discuss the advantages and disadvantages to the different styles - passive, aggressive, assertive. Roll play scenarios [\(link\)](#)



Engaging Experience 2

Title: Conversation Skills

Suggested Length of Time: 2 blocks

Standards Addressed

Priority:

- Students will identify interpersonal skills needed to maintain quality relationships.
- Students will apply problem solving and conflict resolution skills to new challenges.

- Students will practice collaborative problem solving focused on the common good.
- Students will attend to harm or conflict through restorative practices.

Supporting:

- Students will stand up for the rights of others.
- Students will listen actively, communicate effectively, and practice self-advocacy to get their needs met.

Detailed Description/Instructions: Students will access resources to research the following words: monologue and dialogue, questions and comments, & cultivate and destroy. For each word, students will write a definition (in their own words), draw a picture, and give 3-5 examples. Anchor charts can be created with student responses to display in the room.

Topic 2: Resolving Conflict



Engaging Experience 1

Title: In the Wild

Suggested Length of Time: 1 block

Standards Addressed

Priority:

- Students will identify interpersonal skills needed to maintain quality relationships.

- Students will apply problem solving and conflict resolution skills to new challenges.
- Students will practice collaborative problem solving focused on the common good.
- Students will attend to harm or conflict through restorative practices.

Supporting:

- Students will stand up for the rights of others.
- Students will listen actively, communicate effectively, and practice self-advocacy to get their needs met.

Detailed Description/Instructions: Show students pictures of animals and have them discuss how each animal would handle conflict and why? What skills do they have/don't have to make this type of response correct? What is in their environment to necessitate this type of response?

Conflict video with scenarios [\(link\)](#)

Conflict survey - students can learn their go-to way of handling conflict, analyze its effectiveness, decide if there is a more effective way, and plan [\(link\)](#)

This lesson also includes explanation/discussion of different styles [\(link\)](#)

[Conflict resolution scenarios](#)

Engaging Experience 2

Title: In the Movies

Suggested Length of Time: 2 blocks

Standards Addressed

Priority:

- Students will identify interpersonal skills needed to maintain quality relationships.
- Students will apply problem solving and conflict resolution skills to new challenges.
- Students will practice collaborative problem solving focused on the common good.
- Students will attend to harm or conflict through restorative practices.

Supporting:

- Students will stand up for the rights of others.
- Students will listen actively, communicate effectively, and practice self-advocacy to get their needs met.

Detailed Description/Instructions: Show clips from various tv shows, commercials, and movies that demonstrate the wrong way to resolve conflicts. Students should write a paragraph explaining how the characters are resolving the conflict, the message it sends to viewers, and a more positive way to resolve each conflict.

Topic 3: Navigating Relationships



Engaging Experience 1

Title: Friend Advertisement

Suggested Length of Time: 1 block

Standards Addressed

Priority:

- Students will identify interpersonal skills needed to maintain quality relationships.
- Students will apply problem solving and conflict resolution skills to new challenges.
- Students will practice collaborative problem solving focused on the common good.
- Students will attend to harm or conflict through restorative practices.

Supporting:

- Students will stand up for the rights of others.
- Students will listen actively, communicate effectively, and practice self-advocacy to get their needs met.

Detailed Description/Instructions: Students brainstorm qualities they would like in a friend as well as the qualities that would contribute to a healthy relationship. The advertisement can be a poster, act out a tv commercial, or a radio advertisement. Discussion: Why do people have different qualities in their advertisement?

Engaging Experience 2

Title: Love is . . . Love isn't

Suggested Length of Time: 2 blocks

Standards Addressed

Priority:

- Students will identify interpersonal skills needed to maintain quality relationships.
- Students will apply problem solving and conflict resolution skills to new challenges.
- Students will practice collaborative problem solving focused on the common good.
- Students will attend to harm or conflict through restorative practices.

Supporting:

- Students will stand up for the rights of others.
- Students will listen actively, communicate effectively, and practice self-advocacy to get their needs met.

Detailed Description/Instructions: Each student will choose a word card (or more than 1 depending on group size) and decide whether the word represents a healthy or unhealthy relationship. The student must explain their decision. Other students may agree or respectfully disagree with an explanation.

Words:

Freedom	Self	Openness	Touching
Boss	Independence	Compromise	Responsibility
Fear	Hard work	Pleasure	Commitment
Trust	Sharing	Communication	Threats
Violence	Friendship	Truth	Respect
Strong Feelings	Possessiveness	Scoring	Control
Obsession	Manipulation	Intimidation	Giving Up Yourself
Pain	Caring	Dependency	Being Selfish
Sex	Proving yourself	Cruelty	Closeness
Jealousy	Recognizing differences	Expecting all your needs to be met	

Unit 4 Engaging Scenario

An Engaging Scenario is a culminating activity tied to the unit's priority standards, that includes the following components: situation, challenge, specific roles, audience, product or performance.

Engaging Scenario 3-4 blocks

Students learn to consider, explore, and discuss various options to the difficult, real-life situations presented through informal dialogue about healthy relationships. Topics could include cheating, bullies, dating, parties, parental expectations, siblings, personal responsibilities, drinking, money, smoking, and drug use. Scenarios to consider:

- The guy who sits behind you in Math has been bothering you all semester. He runs his fingers down your back and across your shoulders every day. It makes you very uncomfortable and he doesn't respond when you ask him to stop. Your friends think it is kind of funny. What should you do?
- The boy whose locker is next to yours is being picked on by a group of popular kids. The bullying is getting worse each week and the boy is now being shoved, hit, and verbally abused several times a day. No one seems to be helping him. What do you do?
- You have told your best friend about a girl you like. Several days later you see him flirting and laughing with her in the hall. What do you do?
- You have been 25 pounds overweight for a couple of years. For the last 6 months you have been following a sensible eating plan and exercising regularly. It has been hard work, but so far you have lost 10 pounds. You overhear someone at school comment on your cute face but big body and are devastated. What should you do?
- You and a boy at school like each other and would like to go to the movies together as a date. You know that your parents won't permit you to date yet, but you really want to be with the boy. You could ask your parents if you could go on the date, or you could tell your parents that you are going with a group and just meet the boy at the movies, or you could stay home and tell the boy that you are not allowed to date. What do you do?
- Your friend and her family are out of town on vacation. You have a key to their home and are taking care of the dog. While you are at their home, kids from the neighborhood stop by and start playing around the house. The next thing you know, it's a party. Alcohol is being consumed and vandalism is occurring. You have lost control of the situation. What do you do?
- It has always bugged you when classmates use terms like "gay" and "retarded" when describing something they don't want to do or don't like. You hear more kids using these terms all the time. What do you do?

This Engaging Scenario should provide students the opportunity to answer the [essential questions of this unit](#), as well as provide teachers the opportunity to assess students' ability to do so.

Unit 5: Responsible Decision Making

Subject: Life Readiness

Grade: 9-12

Name of Unit: Responsible Decision Making

Length of Unit: 4 weeks

Overview of Unit: This unit will allow students to consider how making decisions contributes to their safety and well-being. Students will also evaluate how their consequences impact many facets of their lives and the lives of others.

Priority Standards for unit:

- Students will utilize effective problem solving, decision making, and refusal skills needed to make safe/healthy choices in social situations.
- Students will recognize occupations and careers as they relate to career paths, personal interests and aptitudes.
- Students will identify and utilize resources available that address personal safety issues.

Essential Question

1. Why is it important to know how to make safe decisions?
2. What type of information should be considered when evaluating consequences?
3. What type of decisions will need to be made in different stages of life?

Enduring Understanding/Big Ideas:

1. Many decisions are made throughout the day. Some are small and some have lasting effects for ourselves and others. Knowing how to make safe decisions is a vital skill.
2. Understanding all the possible outcomes is important to ensure safety.
3. It is important to understand the decisions that need to be made in various stages of life and how these decisions may be dependent on past events. These decisions may have lasting consequences for many years.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
● Safety ● Outcomes ● Evaluate ● Decision-making ● Resources	● Consequences ● Risks ● Transitions

Unit 5 Engaging Scenario

An Engaging Scenario is a culminating activity tied to the unit's priority standards, that includes the following components: situation, challenge, specific roles, audience, product or performance.

Engaging Scenario 3 blocks

After learning the steps students will create a comic strip scenario detailing the following steps:

- Identify the problem/conflict
- Gather information
- Brainstorm possible solutions
- Identify consequences
- Make a choice
- Take action
- Review

This Engaging Scenario should provide students the opportunity to answer the [essential questions of this unit](#), as well as provide teachers the opportunity to assess students' ability to do so.

Summary of Unit Learning Experiences

Topic #	Engaging Experience Title	Description	Suggested Length of Time
Topic 1	<u>My Safety and Well-Being</u> In a Pickle	Students will learn how to make a decision by using scenarios cards. Students will utilize the steps and fill out a consequences worksheet outlining the positive outcomes and negative consequences.	2 blocks
Topic 2	<u>Evaluating Consequences</u> If You Give a Mouse a Cookie	Using the anchor text, <i>If You Give a Mouse a Cookie</i> , students will discuss the multiple effects of our actions. Given a specific problem, students will create a paper chain of consequences based on the previous actions.	2 blocks
Topic 3	<u>Transitions</u> Guest Speakers	Guest speakers will be invited to share information about transitioning: high school to college, high school to work, high school to military. college personnel, employers, military representatives, etc.	3-5 blocks
	<u>Engaging Scenario</u> Risky Business	After learning the steps to making a decision, students will create a comic strip scenario detailing the decision-making steps.	3 blocks

Topic 1: My Safety and Well-Being

Engaging Experience 1

Title: In a Pickle

Suggested Length of Time: 2 blocks

Standards Addressed

Priority:

- Students will utilize effective problem solving, decision making, and refusal skills needed to make safe/healthy choices in social situations.
- Students will recognize occupations and careers as they relate to career paths, personal interests and aptitudes.
- Students will identify and utilize resources available that address personal safety issues.

Detailed Description/Instructions: Students will learn the steps to making a decision:

- Identify the problem/conflict
- Gather information
- Brainstorm possible solutions
- Identify consequences
- Make a choice
- Take action
- Review

Using scenarios cards, students utilize the steps and fill out a consequences worksheet outlining the positive outcomes and negative consequences.

Engaging Experience 2

Title: What is Your Digital Footprint?

Suggested Length of Time: 2 blocks

Standards Addressed

Priority:

- Students will utilize effective problem solving, decision making, and refusal skills needed to make safe/healthy choices in social situations.
- Students will recognize occupations and careers as they relate to career paths, personal interests and aptitudes.
- Students will identify and utilize resources available that address personal safety issues.

Detailed Description/Instructions: Students will take an online safety quiz to assess their understanding of the internet, social media, and safety. [\(Quiz\)](#) After taking the quiz, students will participate in discussions about correct answers to the quiz as well as online safety scenarios.

Online Safety article to read and discuss:

[\(link\)](#)

Topic 2: Evaluating Consequences



Engaging Experience 1

Title: If You Give a Mouse a Cookie

Suggested Length of Time: 2 blocks

Standards Addressed

Priority:

- Students will utilize effective problem solving, decision making, and refusal skills needed to make safe/healthy choices in social situations.
- Students will recognize occupations and careers as they relate to career paths, personal interests and aptitudes.
- Students will identify and utilize resources available that address personal safety issues.

Detailed Description/Instructions: Using the anchor text, *If You Give a Mouse a Cookie*, students will discuss the multiple effects of our actions. Given a specific problem, students will create a paper chain of consequences based on the previous actions.



Engaging Experience 2

Title: Making Tough Choices

Suggested Length of Time: 1 block

Standards Addressed

Priority:

- Students will utilize effective problem solving, decision making, and refusal skills needed to make safe/healthy choices in social situations.
- Students will recognize occupations and careers as they relate to career paths, personal interests and aptitudes.
- Students will identify and utilize resources available that address personal safety issues.

Detailed Description/Instructions: Students explore the different types of decision makers and the positive and negative outcomes that come from the choices made. Watch video: [Making Tough Choices with Kid President](#).

Students will identify the positive and negative outcomes of decision-making scenarios.

Topic 3: Transitions



Engaging Experience 1

Title: Guest Speaker

Suggested Length of Time: 3-5 separate blocks

Standards Addressed

Priority:

- Students will utilize effective problem solving, decision making, and refusal skills needed to make safe/healthy choices in social situations.
- Students will recognize occupations and careers as they relate to career paths, personal interests and aptitudes.
- Students will identify and utilize resources available that address personal safety issues.

Detailed Description/Instructions: Guest speakers will be invited to share information about transitioning: high school to college, high school to work, high school to military. Students will prepare appropriate questions to inquire about the specific program, transitions, etc. Guest speakers include college personnel, employers, military representatives, etc.



Engaging Experience 2

Title: Resource Binder

Suggested Length of Time:

Standards Addressed

Priority:

- Students will utilize effective problem solving, decision making, and refusal skills needed to make safe/healthy choices in social situations.

- Students will recognize occupations and careers as they relate to career paths, personal interests and aptitudes.
- Students will identify and utilize resources available that address personal safety issues.

Detailed Description/Instructions: Useful information will be assembled in a binder for future use. Students will prepare a current resume with a basic cover letter/email for employment. Information needed to complete a job application will be compiled into one document: reference names and contact information, high school education information, previous employment information, etc. A document with names and contact information of agencies, organizations, case managers, etc.

Unit 5 Engaging Scenario

An Engaging Scenario is a culminating activity tied to the unit's priority standards, that includes the following components: situation, challenge, specific roles, audience, product or performance.

Engaging Scenario 3 blocks

After learning the steps to making a decision, students will create a comic strip scenario detailing the following steps.

- Identify the problem/conflict
- Gather information
- Brainstorm possible solutions
- Identify consequences
- Make a choice
- Take action
- Review

This Engaging Scenario should provide students the opportunity to answer the [essential questions of this unit](#), as well as provide teachers the opportunity to assess students' ability to do so.

Unit of Study Terminology

Appendices: All Appendices and supporting material can be found in this course's shell course in the District's Learning Management System.

Assessment Leveling Guide: A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

Big Ideas/Enduring Understandings: Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

Engaging Experience: Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

Engaging Scenario: This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

Essential Questions: Engaging, open-ended questions that teachers can use to engage students in the learning.

Priority Standards: What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

Supporting Standards: Additional standards that support the learning within the unit.

Topic: These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

Unit of Study: Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

Unit Vocabulary: Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.