

Unit Title: How About We All Communicate?

INSTRUCTIONAL UNIT AUTHORS

Center Consolidated School
District 26JT

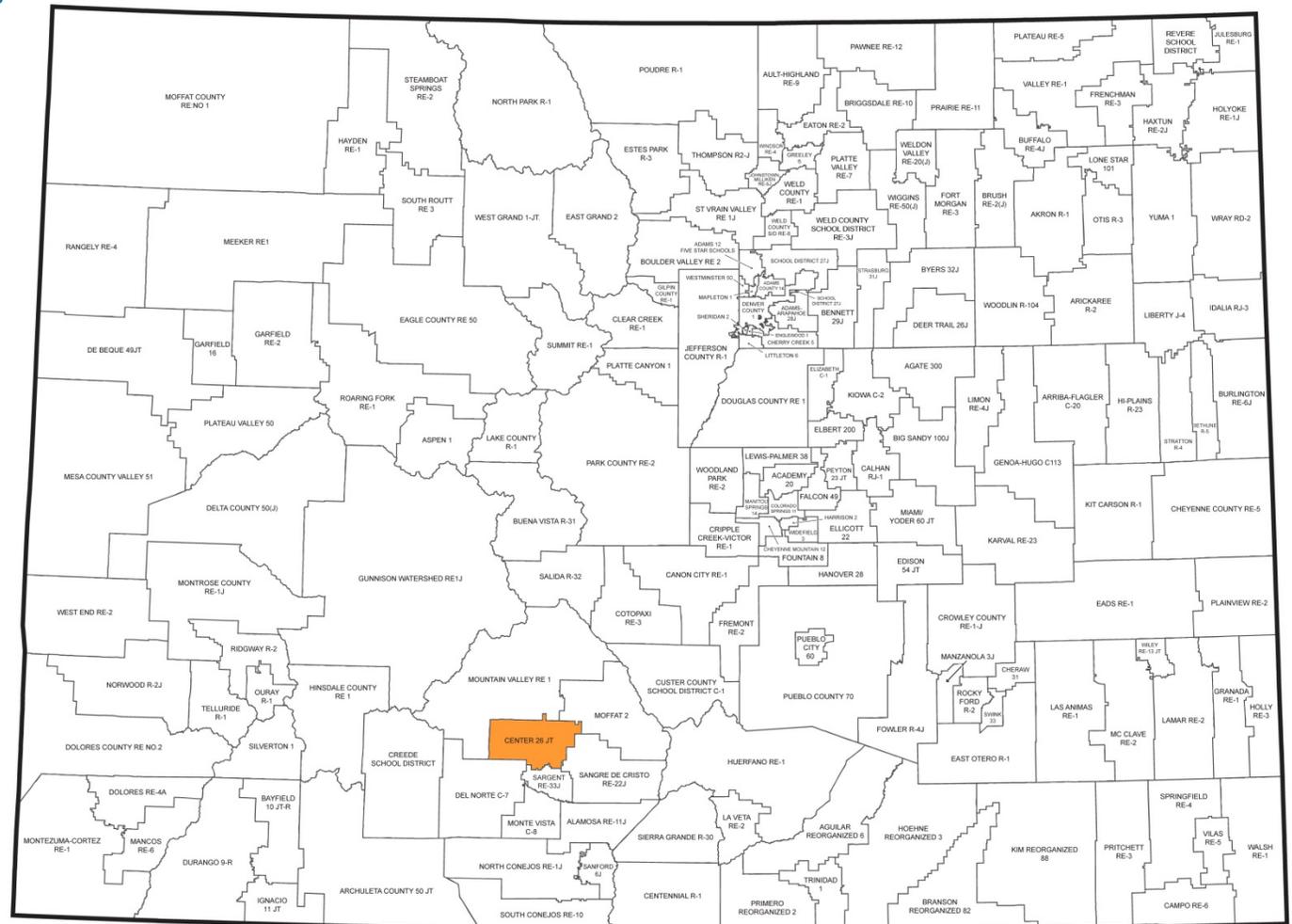
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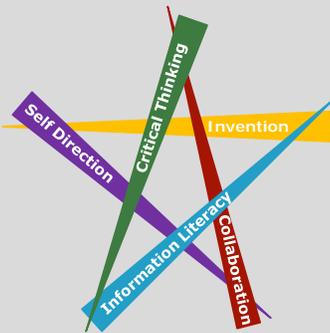


This unit was authored by a team of Colorado educators. The template provided one example of unit design that enabled teacher-authors to organize possible learning experiences, resources, differentiation, and assessments. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students.

Colorado Teacher-Authored Sample Instructional Unit

Content Area	Integrated Comprehensive Health/Reading, Writing, Communicating	Grade Level	3rd grade
Course Name/Course Code			
Standard	Grade Level Expectations (GLE)	GLE Code	
Emotional and Social Wellness	Utilize knowledge and skills to treat self and others with care and respect	CH09-GR.3-S.3-GLE.1	
	Demonstrate interpersonal communication skills to support positive interactions with families, peers, and others	CH09-GR.3-S.3-GLE.2	
Prevention and Risk Management	Describe pro-social behaviors that enhance healthy interactions with others	CH09-GR.3-S.4-GLE.2	
Oral Expression and Listening	Oral communication is used both informally and formally	RWC10-GR.3-S.1-GLE.1	
	Successful group activities need the cooperation of everyone	RWC10-GR.3-S.1-GLE.2	
Reading for All Purposes	Strategies are needed to make meaning of various types of literary genres	RWC10-GR.3-S.2-GLE.1	
	Comprehension strategies are necessary when reading informational or persuasive text	RWC10-GR.3-S.2-GLE.2	
	Increasing word understanding, word use, and word relationships increases vocabulary	RWC10-GR.3-S.2-GLE.3	
Writing and Composition	A writing process is used to plan, draft, and write a variety of informational texts	RWC10-GR.3-S.3-GLE.2	
Research and Reasoning	Researching a topic and sharing findings are often done with others	RWC10-GR.3-S.4-GLE.1	
	Inferences and points of view exist	RWC10-GR.3-S.4-GLE.2	

Colorado 21st Century Skills



Critical Thinking and Reasoning: *Thinking Deeply, Thinking Differently*

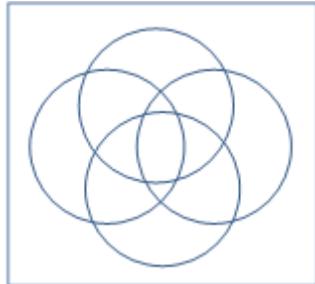
Information Literacy: *Untangling the Web*

Collaboration: *Working Together, Learning Together*

Self-Direction: *Own Your Learning*

Invention: *Creating Solutions*

Integrated Curriculum Design: This interdisciplinary approach matches basic concepts in Comprehensive Health with other content areas such as Physical Education, Science and Reading, Writing & Communication and Fine arts- forming overlaps in instruction of certain topics in an authentic integrated model.



Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
How About We All Communicate?	Teacher's Discretion	Teacher's Discretion

Colorado Teacher-Authored Sample Instructional Unit

Unit Title	How About We All Communicate?		Length of Unit	Teacher's Discretion
Focusing Lens(es)	Communication	Standards and Grade Level Expectations Addressed in this Unit	CH09-GR.3-S.3-GLE.1 CH09-GR.3-S.3-GLE.2 CH09-GR.3-S.4-GLE.1 RWC10-GR.3-S.1-GLE.1 RWC10-GR.3-S.1-GLE.2	RWC10-GR.3-S.2-GLE.1 RWC10-GR.3-S.2-GLE.2 RWC10-GR.3-S.2-GLE.3 RWC10-GR.3-S.4-GLE.1 RWC10-GR.3-S.4-GLE.2
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • How should a person compare (and evaluate) one point of view to others? • Where do we get our opinions? • What causes disagreements with others? • How should I communicate to someone who teases me or hurts my feelings? • What if no one respected your space or possessions? • How do you show respect to your family and friends? 			
Unit Strands	Emotional and Social Wellness and Prevention and Risk Management, Oral Expression and Listening, Reading for all Purposes, Writing and Composition, Research and Reasoning			
Concepts	Communication, Decision-making, Health, Wellness, Influences, Boundaries, Respect, Pro-social behaviors, Emotions, Skills, Relationships, Perspective, Conflict, Values, Identity, Interaction, Opinion			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Humans communicate to express ideas, values, opinions and different points of view to foster healthy relationships(CH09-Gr.3-S.3-GLE.1-EO.c;IQ.2, RWC10-GR.3-S.1-GLE.2-EO.a, RWC10-GR.3-S.1-GLE.1-EO.d, f, g, RWC10-GR.3-S.3-GLE.1-EO.a, RWC10-GR.3-S.4-GLE.1-EO.c, RWC10-GR.3-S.4-GLE.2-EO.f)	Why is it important for a person to communicate to others about their own personal space and boundaries? What is the author trying to communicate in this story? (what value? what idea?)	When was a time you had to communicate your boundaries and personal space to a friend? How do you best express your ideas, values, and opinions?
Growth and change often result from positive problem solving through conflicts or interactions with people who may hold different opinions. (RWC10-GR.3-S.1-GLE.2, CH09-Gr.3-S.3-GLE.1-EO.e;RA.2, CH09-Gr.3-S.4-GLE.2-EO.a)	Describe how the conflict contributed to the sequence of events?	How does conflict and communication cause change? Why is it useful to have many points of view on a topic?
Precise vocabulary and speaking facilitates effective interpersonal communication skills allowing individuals to express emotions, personal needs, and boundaries and	What are some effective verbal and no-verbal ways a person can communicate emotions, personal needs and boundaries in a respectful way?	How do you positively and effectively communicate your feelings, personal needs and boundaries to friends and adults in the school and community?

Colorado Teacher-Authored Sample Instructional Unit

<p>build healthy relationships. (RWC10-GR.2-S.1-GLE.1-EO.a.e.f, RWC10-GR.2-S.2-GLE.1-IQ.2, RWC10-GR.2-S.2-GLE.1-N.1, RWC10-GR.2-S.2-GLE.1-EO.a.i, CH09-Gr.3-S.3-GLE.2-EO.a,d;RA.1)</p>		
<p>Writers plan, organize, revise and publish works that express their opinion in order to clarify and communicate their point of view. (CH09-Gr.3-S.3-GLE.1-EO.c;IQ.2, RWC10-GR.3-S.3-GLE.1-EO.a, RWC10-GR.3-S.3-GLE.3-EO.a-c)</p>	<p>How does your opinion writing need to be revised to be more effective? Who is your audience? What are your supporting details?</p>	<p>How do we adjust our arguments to persuade different audiences?</p>

<p>Critical Content: My students will Know...</p>	<p>Key Skills: My students will be able to (Do)...</p>
<ul style="list-style-type: none"> • Why is it important to read accurately with the appropriate rate and expression CCSS: RF.3.4b (RWC10-GR.3-S.2-GLE.3-EO.b.ii) • Point of view and perspective of a text. (RWC10-GR.3-S.2-GLE.1-EO.b.iv) • Ways to speak and present opinions both formally and informally (RWC10-GR.3-S.1-GLE.1) • The characteristics of self-respect and positive self-esteem (CH09-Gr.3-S.3-GLE.2-EO.a) • Personal space and boundaries for self and others (CH09-Gr.3-S.3-GLE.1-EO.c;IQ.2) • Pro-social behavior (CH09-Gr.3-S.3-GLE.1-EO.e;RA.2) and (CH09-Gr.3-S.4-GLE.2-EO.a) • Interpersonal communication skills (CH09-Gr.3-S.3-GLE.2-EO.a,d;RA.1) • Verbal and non-verbal communication (CH09-Gr.3-S.3-GLE.2-EO.a,d; and GLE.1-EO.a,g) 	<ul style="list-style-type: none"> • Use language appropriate for task, purpose and audience (RWC10-GR.3-S.1-GLE.1) and (RWC10-GR.3-S.3-GLE.3-EO.a, d-f) • Write an opinion piece with supporting reasons. (RWC10-GR.3-S.3-GLE.1-EO.a) • Read and comprehend grade-level text accurately and fluently with prosody (RWC10-GR.3-S.2-GLE.1-EO.d) and (RWC10-GR.3-S.2-GLE.2-EO.d) • Discuss examples of the characteristics of self-respect and self-esteem (CH09-Gr.3-S.3-GLE.2-EO.a) • Communicate ways to express personal space and boundaries (CH09-Gr.3-S.3-GLE.1-EO.c;IQ.2) • Describe examples of pro-social behavior (CH09-Gr.3-S.3-GLE.1-EO.e;RA.2)and (CH09-Gr.3-S.4-GLE.2-EO.a) • Develop goals for learning positive interpersonal communication skills (CH09-Gr.3-S.3-GLE.2-EO.a,d;RA.1) • Identify ways to express verbal and non-verbal communication (CH09-Gr.3-S.3-GLE.2-EO.a,d; and GLE.1-EO.a,g)

<p>Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p>	<p><i>As I develop positive communication and interpersonal skills I will be able to demonstrate the qualities of pro-social behavior and express my personal space and boundaries to others.</i></p>

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Academic Vocabulary:	Communication, Decision-making, Health, Wellness, Influences, Boundaries, Respect, Behaviors, Emotions, Skills, Relationships, Reflection, Supporting Details, Reasons, Research, Audience, Conflict, Character, Plot, Sequence, Identifies, Defend, Evidence, Infer/inference, Identity, Articulate, Analyze/analysis
Technical Vocabulary:	Interpersonal, Pro-social, Self-esteem, Discourse, Opinion, Point of view

Unit Description:	In this unit, students will study perspectives and point of view in order understand conflict, both personal and literary, so they can use it for decision making, interpersonal communication, and creating healthy boundaries. Additionally, students will study how cause and effect relationships are present in different types of texts in order to understand the relationships between concepts, ideas, and actions. Students will use cause and effect vocabulary to explain causal relationships. The unit culminates with students working with a team of peers to create a news segment that will inform the student body about effective strategies for problem solving with others.
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Considerations:	This unit was developed using information from the following unit overviews in Comprehensive Health and Reading, Writing, and Communicating. Comprehensive Health- Communication Works for Everyone Reading Writing and Communicating- In My Opinion Please note- within these individual unit overviews there are additional generalizations specific to decoding, comprehension, spelling and conventions, and fluency that should be incorporated and used when determining assessment options as well as teacher and student resources.
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Unit Generalizations

Key Generalization:	Humans communicate to express ideas, values, opinions and different points of view to foster healthy relationships
	Growth and change often result from positive problem solving through conflicts or interactions with people who may hold different opinions.
Supporting Generalizations:	Precise vocabulary and speaking facilitates effective inter-personal communication skills allowing individuals to express emotions, personal needs, and boundaries and build healthy relationships.
	Writers plan, organize, revise and publish works that express their opinion in order to clarify and communicate their point of view.

GREEN	Active involvement in developmentally appropriate knowledge production results in work that fuses both disciplines.
BLUE	Equal and significant attention is given to techniques, skills, or concepts in both disciplines. Authentic experiences and media are used.
PINK	Work combines some techniques, skills, and concepts from both disciplines, but proficiency is uneven.
YELLOW	Peripheral affective goals are met through the work. Learning is demonstrated in one discipline or the other, but not both.

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Performance Assessment: *The capstone/summative assessment for this unit.*

Integration Continuum Color: GREEN BLUE PINK YELLOW

Green: Active involvement in developmentally appropriate knowledge production results in work that fuses both disciplines.

<p>Claims: (Key generalization(s) to be mastered and demonstrated through the capstone assessment.)</p>	<p>Humans communicate to express ideas, values, opinions and different points of view to foster healthy relationships</p> <p>Growth and change often result from positive problem solving through conflicts or interactions with people who may hold different opinions.</p>
<p>Stimulus Material: (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)</p>	<p>You and your fellow journalists have been asked to develop a news segment to inform the student body on how to problem solve through conflict and improve healthy relationships. Concept and skills that should be considered are: communication, perspective, point of view, opinion, decision making, and establishing boundaries.</p> <p>The final product may be in the form of a video, live interview, documentary story with pictures, and segment in a native language etc.</p>
<p>Product/Evidence: (Expected product from students)</p>	<p>Students will work with a team of peers to create a news segment that will inform the student body about effective strategies for problem solving with others. Concept and skills that should be considered are: communication, perspective, point of view, opinion, decision making, and establishing boundaries.</p> <p>Final statement example: Teams will develop a newscast script in preparation for their final presentation.</p>
<p>Differentiation: (Multiple modes for student expression)</p>	<p>Students may have various roles such as:</p> <ul style="list-style-type: none"> • Videographer • Photographer • Journalist • Editor • Writer

Texts for independent reading or for class read aloud to support the content

Informational/Non-Fiction	Fiction
<p>We Can Work It Out: Conflict Resolution for Children by Barbara Kay Polland (Lexile range 350-470)</p> <p>Side by Side - Steven J. Molinsky and Bill Bliss – Developing communication skills</p> <p>Side by Side, Activity Workbook - Steven J. Molinsky and Bill Bliss – Communication skills activities (Lexile range 500 – 700)</p> <p>The Way I Act - Steve Metzger, (Lexile range 500 – 700)</p> <p>Stand in My Shoes- Bob Sornson, (Lexile range 500 – 700)</p> <p>The Worst Day of My Life Ever - Julia Cook, (Lexile range 500 – 700)</p>	<p>The True Story of the Three Little Pigs by Jon Scieszka (Lexile level – 570)</p> <p>Person vs. Person:</p> <p>Dogzilla – by Dav Pilkey (Dogzilla vs. the mice army of Mousopolis) Lexile 720</p> <p>My Rotten Redheaded Older Brother -by Patricia Polacco (a Polacco favorite) Lexile 480</p> <p>The Three Wolves and the Big Bad Pig - by Eugene Trivizas (a spoof on the 3 Pigs) Lexile 700</p> <p>The Mysterious Giant of Barletta- by Tomie DePaola (giant vs. advancing army) Lexile</p>

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<p>When Sophia Gets Angry, Really, Really Angry - Molly Bang (Lexile range 500 – 700)</p> <p>Mind Your Manners in School - Ariana Candell) (Lexile range 500 – 700)</p> <p>When the Wolves Return by Dorothy Hinshaw Patent (Lexile level 1040)</p> <p>The Wolves are Back by Jean Craighead George (Lexile level 650)</p> <p>Danger! Volcanoes by Seymour Simon (Lexile level 790)</p> <p>Polar Bears Search For Ice by Gillia Olson (Lexile level 910)</p> <p>Deformed Frogs by Kathy Allen (Lexile level 810)</p> <p>Sea Turtles Race to the Sea by Kathy Allen (Lexile level 890)</p>	<p>520</p> <p>Suddenly- by Colin McNaughton (Preston the pig vs the menacing wolf) Lexile level 470</p> <p>A Picture Book of Anne Frank - by David A. Adler & Karen Ritz (Biography) Lexile level 800</p> <p>The Lily Cupboard- by Oppenheim, Shulamith Levey (A story of the holocaust) Lexile level 420</p> <p>The Bracelet- by Yoshiko Uchida (A Japanese-American girl prepares to go to an internment camp) Lexile level 719</p> <p>Baseball Saved Us- by Ken Mochizuki Lexile level 550</p> <p>The Lucky Baseball- by Suzanne Lieurance (A boy’s story in a Japanese-American internment camp) Lexile level 690</p> <p>Journey Home- by Lawrence McKay (Mixed-race child travels to Vietnam searching for her birth family) Lexile level 710</p> <p>Fly Away Home- by Eve Bunting (The issue of homelessness) Lexile level 450</p> <p>Lady in the Box- by Ann McGovern (The issue of homelessness) Lexile level 370</p> <p>What If Everybody Did That? –Ellen Javernick (Lexile range 500- 700)</p> <p>Weekend with Wendell - Kevin Henkes, (Lexile range 500- 700)</p> <p>The Quarreling Book - Charlotte Zolotow, (Lexile range 500- 700)</p> <p>Thump and Plunk - Janice Udry, (Lexile range 500- 700)</p> <p>The Unfriendly Book - Charlotte Zolotow (Lexile range 500- 700)</p> <p>If You Give a Moose a Muffin by Laura Joffe Numeroff (Lexile level 590)</p> <p>Why Mosquitoes Buzz in People’s Ear by Verna Aardema (Lexile level 890)</p> <p>The Snowy Day by Ezra Jack Keats (Lexile level 500)</p> <p>Fables by Arnold Lobel (Lexile level 540)</p>
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Ongoing Discipline-Specific Learning Experiences				
1.	Description:	Think like/Work like a student journalist to determine credible facts when evaluating online information.	Teacher Resources:	http://www.educationworld.com/a_curr/curr194.shtml (Fact, Fiction, or Opinion? Evaluating Online Information)
			Student Resources:	http://www.educationworld.com/a_curr/curr194.shtml (Fact, Fiction, or Opinion? Evaluating Online Information)
	Skills:	<ul style="list-style-type: none"> Develop goals for learning positive interpersonal communication skills Write an opinion piece with supporting reasons 	Assessment:	Students will read an online story to identify credible facts.
2.	Description:	Think like/ Work like a positive peer to demonstrate pro-social behavior	Teacher Resources:	https://www.youtube.com/watch?v=RQypxz3Q0SM (Kelso’s Choices)

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		Student Resources:	https://www.youtube.com/watch?v=RQypxz3Q0SM (Kelso’s Choices)
Skills:	<ul style="list-style-type: none"> Use language appropriate for task, purpose and audience Describe examples of pro-social behavior Develop goals for learning positive interpersonal communication skills 	Assessment:	Students will express one positive comment each day to a classmate to demonstrate positive communication skills and pro-social behavior.

Prior Knowledge and Experiences

These ongoing learning experiences build upon a presumed student working knowledge of the concepts such as communication, behaviors, emotions and decision-making. These skills should provide a foundation for further development in the areas of pro-social behavior, respect, self-esteem and healthy relationships.

Teachers may want to give a pre-assessment to see students’ level of understanding of cause-effect vocabulary / concepts. Students should have decoding skills to be able to comprehend a variety of texts. Students should know different types of texts (narrative, informational, opinion/persuasive) and text features of them (e.g., character traits in narrative texts, informational text elements, etc.). Students should have a basic knowledge of writing skills, the writing process, and informational writing.

Learning Experience # 1

The teacher may introduce the concept of perspective so students can begin to understand how interactions with people may be impacted.

Integration Continuum Color: GREEN BLUE PINK YELLOW

GREEN: Active involvement in developmentally appropriate knowledge production results in work that fuses both disciplines.

Generalization Connection(s):	Growth and change often result from positive problem solving through conflicts or interactions with people who may hold different opinions.
Teacher Resources:	http://teacherweb.com/LA/MandevilleHighSchool/Kramer/The-True-Story-of-the-Three-Little-Pigs.pdf (Activities) https://www.youtube.com/watch?v=CtP83CWOMwc (Video 3 Little Pigs) https://www.youtube.com/watch?v=vB07RfntTvw (Video: “The True Story of the Three Little Pigs”)
Student Resources:	https://www.sps186.org/downloads/basic/610716/The True Story of the Three Little Pigs1.pdf (The True Story of the Three Little Pigs PDF) https://www.sps186.org/downloads/basic/418174/The%20Three%20Little%20Pigs.pdf (The Three Little Pigs)
Assessment:	After watching a video clip of, “The Three Little Pigs” and “The True Story of the Three Little Pigs” students will complete a Venn diagram to compare and contrast main characters perspectives.

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Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may provide subtitles in Spanish. The teacher may provide an anchor chart of a Venn Diagram. http://www.eduplace.com/graphicorganizer/pdf/venn.pdf (Venn diagram)	Students may work with a partner. Students may access text in native language.
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may provide a storyline template for student to develop his/her own story using two different perspectives.	Students may create a drama or video using the same plot. Students may create a story using two different perspectives.
Critical Content:	<ul style="list-style-type: none"> • Why is it important to read accurately with the appropriate rate and expression CCSS: RF.3.4b • Point of view and perspective of a text. • Ways to speak and present opinions both formally and informally • The characteristics of self-respect and positive self-esteem • Pro-social behavior • Interpersonal communication skills 	
Key Skills:	<ul style="list-style-type: none"> • Use language appropriate for task, purpose and audience • Read and comprehend grade-level text accurately and fluently with prosody • Discuss examples of the characteristics of self-respect and self-esteem • Describe examples of pro-social behavior • Develop goals for learning positive interpersonal communication skills • Identify ways to express verbal and non-verbal communication 	
Critical Language:	Perspective, Interpersonal Interactions, Compare, Contrast, Impacted, Self-respect, Self-esteem, Pro-social behavior, Verbal, Non-verbal	

Learning Experience # 2	
The teacher may introduce the concept of point of view so students can distinguish between first and third narration point of view.	
<p align="right">Integration Continuum Color: GREEN BLUE PINK YELLOW</p> <p align="right">GREEN: Active involvement in developmentally appropriate knowledge production results in work that fuses both disciplines</p>	
Generalization Connection(s):	Humans communicate to express ideas, values, opinions and different points of view to foster healthy relationships.
Teacher Resources:	http://www.ereadingworksheets.com/reading-worksheets/types-of-conflict-worksheet-2.htm (Conflicts worksheet)
Student Resources:	http://www.theteachertoolkit.com/index.php/tool/quiz-quiz-trade (Quiz- Quiz-Trade video) http://www.k12reader.com/worksheet/point-of-view-who-is-telling-the-story/view/ (Who is telling the story practice)

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Assessment:	Teacher will use task cards to quiz students on the difference between first or third person point of view. (e.g. Take Off-Touch Down) http://teach.oetc.org/node/12881 (example of Take Off-Touch Down)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may read aloud task cards.	Students may give hand signals to answer questions. Students may recite orally. Students may work with a partner.
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may provide an opportunity for students to create their own POV Quiz-Quiz-Trade task cards.	Students may write their own task cards in third and first person point of view.
Critical Content:	<ul style="list-style-type: none"> Point of view and perspective of a text. Verbal and non-verbal communication 	
Key Skills:	<ul style="list-style-type: none"> Use language appropriate for task, purpose and audience Read and comprehend grade-level text accurately and fluently with prosody Identify ways to express verbal and non-verbal communication. 	
Critical Language:	Point of view, Third person, First person, Ideas, Opinions, Verbal, Non-verbal	

Learning Experience # 3

The teacher may show a video (Kelso in Action) that portrays conflict resolution strategies so students can explore ways to resolve conflict. (e.g. Kelso’s Choices)

Integration Continuum Color: GREEN BLUE PINK YELLOW

PINK: Work combines some techniques, skills, and concepts from both disciplines, but proficiency is uneven

Generalization Connection(s):	Growth and change often result from positive problem solving through conflicts or interactions with people who may hold different opinions.
Teacher Resources:	https://www.youtube.com/watch?v=RQypxz3Q0SM (Kelso’s Choices) https://classroom.kidshealth.org/classroom/3to5/personal/growing/conflict_resolution.pdf (Conflict resolution scenarios)
Student Resources:	https://www.youtube.com/watch?v=RQypxz3Q0SM (Kelso’s Choices) https://classroom.kidshealth.org/classroom/3to5/personal/growing/conflict_resolution.pdf (Conflict resolution scenarios)
Assessment:	Students will work in small groups (3-4) to role play a conflict situation and determine a solution to use for a positive outcome. The group will then act out the resolution to their peers. (e.g. Student A says to Student B “I’m not going to play with you today”) (e.g. A group of students is talking about another student)

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Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may provide conflict resolution scenarios https://classroom.kidshealth.org/classroom/3to5/personal/growing/conflict_resolution.pdf (Conflict resolution scenarios)	Students may: <ul style="list-style-type: none"> • use pre-selected scenarios • discuss resolutions one-on-one with the teacher
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may keep track of how many times the class has had to use conflict resolution strategies to solve conflict and what strategy they used.
Critical Content:	<ul style="list-style-type: none"> • Ways to speak and present opinions both formally and informally • Personal space and boundaries for self and others • Interpersonal communication skills • Verbal and non-verbal communication • Pro-social behavior 	
Key Skills:	<ul style="list-style-type: none"> • Read and comprehend grade-level text accurately and fluently with prosody • Discuss examples of the characteristics of self-respect and self-esteem • Communicate ways to express personal space and boundaries • Describe examples of pro-social behavior 	
Critical Language:	Strategies, Peer, Mediation, Conflict resolution, Opinion, Boundaries, Verbal, Non-verbal, Pro-social	

Learning Experience # 4	
<p>The teacher may compare and contrast personal and literary conflict so students may begin to distinguish between the two.</p> <p align="right">Integration Continuum Color: GREEN BLUE PINK YELLOW</p> <p align="right">GREEN: Active involvement in developmentally appropriate knowledge production results in work that fuses both disciplines</p>	
Generalization Connection(s):	Growth and change often result from positive problem solving through conflicts or interactions with people who may hold different opinions.
Teacher Resources:	http://www.ereadingworksheets.com/reading-worksheets/types-of-conflict-worksheet-1.htm (Conflict worksheets) http://www.ereadingworksheets.com/reading-worksheets/types-of-conflict-worksheet-2.htm (Conflict worksheets) https://www.google.com/search?q=compare+and+contrast+graphic+organizer&biw=1093&bih=538&tbm=isch&tbo=u&source=univ&sa=X&sqi=2&ved=0ahUKEwj2j17l-KHRAhUL0WMKHcVmD0kQsAQILw (Compare & Contrast graphic organizer)
Student Resources:	http://www.ereadingworksheets.com/reading-worksheets/types-of-conflict-worksheet-1.htm (Conflict worksheets) http://www.ereadingworksheets.com/reading-worksheets/types-of-conflict-worksheet-2.htm (Conflict worksheets) https://www.google.com/search?q=compare+and+contrast+graphic+organizer&biw=1093&bih=538&tbm=isch&tbo=u&source=univ&sa=X&sqi=2&ved=0ahUKEwj2j17l-KHRAhUL0WMKHcVmD0kQsAQILw (Compare & Contrast graphic organizer)

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Assessment:	Students will use a graphic organizer to write a compare/contrast paragraph explaining similarities and differences between personal and literary conflict.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may read aloud the literary text.	Students may: <ul style="list-style-type: none"> work with a partner and use a graphic organizer recite orally one-on-one with the teacher
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may explain with peers how literary conflict enhances the plot.
Critical Content:	<ul style="list-style-type: none"> Why is it important to read accurately with the appropriate rate and expression Interpersonal communication skills 	
Key Skills:	<ul style="list-style-type: none"> Use language appropriate for task, purpose and audience Read and comprehend grade-level text accurately and fluently with prosody 	
Critical Language:	Literary conflict, Man vs man, Man vs self, Man vs society, Man vs nature. Compare, Contrast, Opinion	

Learning Experience # 5		
<p>The teacher may provide the decision-making model so students can begin to apply strategies to their personal choices.</p> <p align="center">Integration Continuum Color: GREEN BLUE PINK YELLOW</p> <p align="center">BLUE: Equal and significant attention is given to techniques, skills, or concepts in both disciplines. Authentic experiences and media are used.</p>		
Generalization Connection(s):	Humans communicate to express ideas, values, opinions and different points of view to foster healthy relationships.	
Teacher Resources:	https://www.teachervision.com/tv/printables/Math_3_DM_2.pdf Decision Making Scenarios-Practice	
Student Resources:	http://kelsoschoice.com/community/parent-page/ (Kelso’s Choices Wheel)	
Assessment:	Students will write a paragraph describing a poor decision they have made recently and what strategy they could have used for a better outcome.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may provide sentence stems (e.g. – “I told my parents”.... ; “ I made fun of my best friend in front of other peers” etc.	Students may: <ul style="list-style-type: none"> use sentence stems or pictures in their writing write in their native language work with a partner recite orally

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Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may: <ul style="list-style-type: none"> interview older students or adults to learn about others' decision making skills find ideas about decision making they can apply to their own decision making skills
Critical Content:	<ul style="list-style-type: none"> Pro-social behavior Interpersonal communication skills Why is it important to read accurately with the appropriate rate and expression 	
Key Skills:	<ul style="list-style-type: none"> Read and comprehend grade-level text accurately and fluently with prosody Discuss examples of the characteristics of self-respect and self-esteem Communicate ways to express personal space and boundaries Describe examples of pro-social behavior Use language appropriate for task, purpose and audience 	
Critical Language:	Decision making, Communication, Outcome, Values, Opinion, Decision, Strategy	

Learning Experience # 6	
<p>The teacher may provide a vocabulary wheel to provide examples of various feelings and emotions so students can identify how their different emotions may impact those around them.</p> <p align="right">Integration Continuum Color: GREEN BLUE PINK YELLOW <small>Pink: Work combines some techniques, skills and concepts from both disciplines, but proficiency is uneven.</small></p>	
Generalization Connection(s):	Precise vocabulary and speaking facilitates effective inter-personal communication skills allowing individuals to express emotions, personal needs, and boundaries and build healthy relationships.
Teacher Resources:	http://lifelhacker.com/find-the-perfect-word-for-your-feelings-with-this-vocab-1653013241 (Emotion vocabulary wheel) http://www.classtools.net/FB/home-page (editable fake book page template)
Student Resources:	http://lifelhacker.com/find-the-perfect-word-for-your-feelings-with-this-vocab-1653013241 (Emotion vocabulary wheel)
Assessment:	Students will select an emotion/feeling they have recently experienced and write a paragraph describing how that emotion affected those around them. (e. g. Fake Book page)

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Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may: <ul style="list-style-type: none"> • read aloud • provide sentence stems or paragraph stems 	Students may: <ul style="list-style-type: none"> • use paragraph or sentence stems • recite orally • work with a partner • respond in their own language
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may: <ul style="list-style-type: none"> • play Feelings Thumbs Up/ Thumps Down • participate in the smile challenge
Critical Content:	<ul style="list-style-type: none"> • Pro-social behavior • Interpersonal communication skills • Verbal and non-verbal communication 	
Key Skills:	<ul style="list-style-type: none"> • Use language appropriately for task, purpose and audience • Discuss examples of the characteristics of self-respect and self-esteem • Communicate ways to express personal space and boundaries • Describe examples of pro-social behavior 	
Critical Language:	Emotions, Communication skills, Pro-social behavior, Boundaries, Effects	

Learning Experience # 7	
<p>The teacher may provide examples of how to establish healthy boundaries so students can analyze the impact of interactions with others.</p> <p align="center">Integration Continuum Color: GREEN BLUE PINK YELLOW <small>GREEN: Active involvement in developmentally appropriate knowledge production results in work that fuses both disciplines.</small></p>	
Generalization Connection(s):	Precise vocabulary and speaking facilitates effective inter-personal communication skill allowing individuals to express emotions, personal needs, and boundaries and building healthy relationships.
Teacher Resources:	https://www.ket.org/education/guides/bullying_program6.pdf (Student Workshop Teacher Guide: Respect: It Starts with You!) http://westernhealth.nl.ca/uploads/Addictions%20Prevention%20and%20Mental%20Health%20Promotion/Healthy%20Relationships%20Resource%20Kit%20-%20Western.pdf (Healthy Relationship Activities) https://www.families.com/blog/teaching-children-relationship-boundaries (Relationship Boundaries Circle)
Student Resources:	https://www.ket.org/education/guides/bullying_program6.pdf (Student Workshop Teacher Guide: Respect: It Starts with You!) http://westernhealth.nl.ca/uploads/Addictions%20Prevention%20and%20Mental%20Health%20Promotion/Healthy%20Relationships%20Resource%20Kit%20-%20Western.pdf (Healthy Relationship Activities) https://www.families.com/blog/teaching-children-relationship-boundaries (Relationship Boundaries Circle)

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Assessment:	Students will work in small groups (3-4) to develop a written script to be used in a small production that portrays healthy or unhealthy boundary scenarios.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may provide partially created scripts that students may complete.	Students may use recording device to capture dialogue for play.
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may assign another boundary scenario that may not have been covered.	Students may create a second act for their play.
Critical Content:	<ul style="list-style-type: none"> • The characteristics of self-respect and positive self-esteem • Personal space and boundaries for self and others • Pro-social behavior) and • Interpersonal communication skills 	
Key Skills:	<ul style="list-style-type: none"> • Discuss examples of the characteristics of self-respect and self-esteem • Communicate ways to express personal space and boundaries • Describe examples of pro-social behavior 	
Critical Language:	Healthy boundaries, Self-respect, Self-esteem, Conflict	

Learning Experience # 8

The teacher may introduce examples of valid resources so student can distinguish between types of resources.

Integration Continuum Color: GREEN BLUE PINK YELLOW
PINK: Work combines some techniques, skills and concepts from both disciplines, but proficiency is uneven.

Generalization Connection(s):	Writers plan, organize, revise and publish works that express their opinion in order to clarify and communicate their point of view.
Teacher Resources:	http://www.everythingsl.net/downloads/tchart.pdf (Graphic organizer) http://www.educationworld.com/a_lesson/valid_internet_sources_for_student_research.shtml (Validity of 4 websites) http://www.fergusonhs.org/ourpages/auto/2012/7/3/55105718/Evaluating%20Informational%20Sources.ppt (Evaluating informational sources PPT & posters) http://eduscapes.com/tap/topic32.htm (Evaluating Internet Resources)
Student Resources:	http://www.everythingsl.net/downloads/tchart.pdf (T-chart)
Assessment:	Students will use a T-chart to classify resources as valid or invalid, and state what characteristics classify them into each category.

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Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may: <ul style="list-style-type: none"> provide various examples of valid resources at different reading levels provide scaffold language instruction assign a specific resource for research 	Student may: <ul style="list-style-type: none"> work with a partner on research work on research at their reading level
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may allow student to further their research to investigate new discoveries.	Students may further their research to investigate new discoveries.
Critical Content:	<ul style="list-style-type: none"> The importance of reading accurately with the appropriate rate and expression 	
Key Skills:	<ul style="list-style-type: none"> Use language appropriate for task, purpose and audience Read and comprehend grade-level text accurately and fluently with prosody. 	
Critical Language:	Valid resources, Domain suffixes, Credibility, Accuracy	

Learning Experience # 9

The teacher may introduce research strategies so students can research a topic.

Integration Continuum Color: GREEN BLUE PINK **YELLOW**

YELLOW. Peripheral affective goals are met through the work. Learning is demonstrated in one discipline or the other, but not both.

Generalization Connection(s):	Writers plan, organize, revise and publish works that express their opinion in order to clarify and communicate their point of view.	
Teacher Resources:	http://www.humbleisd.net/cms/lib2/tx01001414/centricity/domain/29/researchguideelem.pdf (Research skills, includes worksheets)	
Student Resources:	http://www.humbleisd.net/cms/lib2/tx01001414/centricity/domain/29/researchguideelem.pdf (Research skills, includes worksheets)	
Assessment:	Students will create a display board of facts (e.g. poster, idea wall etc.) gathered about a given topic.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may: <ul style="list-style-type: none"> scaffold for language provide resources 	Students may: <ul style="list-style-type: none"> work with a partner recite orally write in their native language
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may provide opportunities for students to further research their topic.	Students may write a report synthesizing their findings.

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Critical Content:	<ul style="list-style-type: none">• Why is it important to read accurately with the appropriate rate and expression• Interpersonal communication skills
Key Skills:	<ul style="list-style-type: none">• Use language appropriate for task, purpose and audience and comprehend grade-level text accurately and fluently with prosody)
Critical Language:	Research skills, Topic, Synthesis