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***Unit Intended Learning Outcomes***

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**Subunit One: Emotional Regulation**

* Students will identify the various types of human emotions. (memory/recall)
* Students will identify management and relaxation techniques used to respond to various emotions. (memory/recall)
* Students will identify the cause of human emotions within the context of the classroom and their personal lives. (comprehension)
* Students will recognize that there are many ways to appropriately express one’s feelings. (comprehension)
* Students will acquire and independently demonstrate the effective use of emotional management techniques. (application)
* Students will acquire and demonstrate the effective use of non-aggressive assertion techniques within a social setting. (application)
* Students will analyze both hypothetical and authentic contextual situations for the appropriate use of emotional management techniques, as well as propose alternative responses and solutions to the given situation. (analysis, synthesis)
* Students will formulate a safe and appropriate strategy for reacting to feelings of anger and sadness. (synthesis)

**Subunit Two: Kindness**

* Students will identify and recognize various ways to show kindness, including helping, caring, and empathizing. (memory/recall, comprehension)
* Students will describe and compare the differences between kind (helpful) and unkind (hurtful) actions. (comprehension, application)
* Students will understand how to care and show empathy for peers. (comprehension)
* Students will model and demonstrate helpful interactions with peers using actions and words. (application)
* Students will model and demonstrate care for both classroom materials as well as peers. (application)
* Students will assess a given hypothetical or authentic social situation as to determine the effect of actions or words on the individuals involved and recommend alternative choices. (evaluation)

**Subunit Three: Responsibility**

* Students will identify established classroom rules. (memory/recall)
* Students will understand how to be responsible for their actions by displaying honest words and actions. (comprehension)
* Students will understand the difference between good and bad choices within the context of varying social situations. (comprehension)
* Students will demonstrate the ability to take personal responsibility by following established classroom rules. (application)
* Students will demonstrate the ability to take personal responsibility by making independent choices within the context of classroom activities. (application)
* Students will demonstrate the ability to take personal responsibility by participating in weekly classroom jobs and caring for the classroom environment. (application)
* Students will analyze classroom rules and examine the reasoning for them. (anaylsis)
* Students will participate in creating and following rules for a given group activity or game. (synthesis)

**Subunit Four: Respect**

* Students will investigate and identify the key characteristics of respect, including listening, using manners, sharing/taking turns, accepting differences, and keeping people safe. (memory/recall)
* Students will verbally recall various ways to display manners in the classroom and home. (memory/recall)
* Students will understand and value the various ways in which individuals can differ from one another. (comprehension)
* Students will develop respectful interactions with peers through the use of soft touches, kind words, and manners. (application)
* Students will model effective listening skills within individualized and group settings. (application)
* When placed within a group of peers and given a limited amount of an item, students will analyze the situation and strategize ways to effectively share or take turns with the item. (analysis, synthesis)

**Subunit Five: Cooperation**

* Students will identify the meaning of the term “teamwork”. (memory/recall)
* Students will identify, compare and contrast the differences between fair and unfair actions and situations with a group context. (memory/recall, comprehension)
* Students will understand how to effectively and respectfully communicate as a member of a group setting. (comprehension)
* Students will strategize circumstances or situations in which teamwork and collaboration would be beneficial. (comprehension, application)
* Under teacher guidance and support, students will develop and model effective negotiation skills within a group setting. (comprehension, application)
* Students will acquire various roles within the context of a group activity and collaborate to attain a common goal. (comprehension, application)
* Students will analyze and evaluate authentic problems within a group setting and apply thinking skills to create and defend a feasible solution or compromise. (synthesis, evaluation)