

The Unit Plan

1. The Essential Question
 - a. How can I show effective self-management skills and why is it important to do so for myself, my relationships, and the world around me?

2. Standards, Benchmarks, and IEP Goals Reflected in this Unit
 - a. MN SEL Self-Management Goals and Benchmarks (6-12 Grade) (Minnesota Department of Education, 2021)
 - i. Learning Goal 1: Demonstrates the skills to manage and express their emotions, thoughts, impulses, and stress in effective ways.
 1. Apply strategies to manage stress.
 2. Reflect on the positive and negative consequences of expressing their emotions in different situations and contexts.
 3. Evaluate the role attitudes play in being successful.
 4. Evaluate how ethical values such as honesty, respect and integrity contribute to lifelong success and relationship building.
 5. Apply strategies to motivate successful performance (perseverance).
 6. Practice strategies for recognizing and coping with complex emotions such as rejection, social isolation, and other forms of stress/distress.
 7. Incorporate personal management skills on a daily basis, including work/study skills, personal resources, and time management.
 8. Evaluate how their behaviors influence the environment and society.
 9. Analyze if they are behaving in line with ethical values and adjust accordingly.
 10. Develop strategies to overcome roadblocks (perseverance).
 - b. CASEL's Self-Management Competency Framework (CASEL, 2020)
 - i. Definition: Self-management: The ability to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. This includes the capacity to delay gratification, manage stress, and feel motivation and agency to accomplish personal and collective goals.
 1. Managing one's emotions
 2. Identifying and using stress management techniques
 3. Exhibiting self-discipline and self-motivation
 4. Setting personal and collective goals
 5. Using planning and organizational skills

6. Showing the courage to take initiative
 7. Demonstrating personal and collective agency
- c. Sample Individualized Education Plan (IEP) Goals and Objectives (Special Education Department, 2021)
- i. Student Sample A Goal
 1. Student A will go from being dependent on adults to support his anxiety, depression, and school challenges to being able to independently handle small stressors with coping skills or self-advocating with the school staff to support his needs by 2021.
 - a. Student A will be able to identify at least 4 staff he feels comfortable talking to.
 - b. In small groups or 1:1 given hypothetical situations, Student A will be able to identify ways to solve conflicts.
 - c. When overwhelmed or stressed about class assignments, Student A will contact the staff that he has identified as a support system for assistance 3 out of 5 trials without prompting, as measured by staff.
 - ii. Student Sample B Goal
 1. Student B will increase his abilities to use self-control and coping strategies in a variety of situations upon becoming frustrated or agitated on 95% of occasions through personal development instruction.
 - a. Student B will provide a rationale for using self-control and coping strategies when requested with 100% accuracy on five consecutive occasions.
 - b. Student B will use the steps for self-control and coping strategies (i.e. taking a break) when encountering various problem situations throughout the school day on 4 out of 5 occasions.
 - iii. Student Sample C Goal
 1. Student C will increase her emotional regulation skills from a current level of feeling anxious or acting withdrawn and not using coping strategies to a level where they can utilize coping strategies on a more consistent basis. Student C will increase her ability to self-advocate during emotionally stressful situations as measured by the following objectives.
 - a. Given a real or practice situation involving stressors, Student C will be able to list her stressors and at least two coping strategies she prefers to use with 100% accuracy.
 - b. Given a stressful situation, Student C will describe the coping strategy she is using and its effectiveness in 3 out of 4 situations, as determined by her instructor.
 - c. Given a stressful situation, Student C will independently communicate her needs with teachers and create a plan to achieve success.
 - iv. Student Sample D Goal

1. When experiencing strong emotions, Student D will increase skill at appropriately expressing feelings from withdrawal, diversion, or aggression (verbal) to remaining physically calm, using a normal voice tone, and making |I| statements through the use of instruction in personal development and teacher feedback.
 - a. Student D will be able to accurately identify 3 coping strategies to try when feelings of anxiety are present in 4 out of 5 trials.
 - b. Student D will be able to accurately identify 4 coping strategies to try when feelings of anxiety are present in 5 out of 5 trials.
 - v. Sample Student E Goal
 1. Given a specific routine for monitoring task success, such as Goal-Plan-Do-Check, Student E will accurately identify tasks that are easy/difficult for him in place of smiling and agreeing with adult statements in 3 out of 4 trials through small-group instruction.
 - a. Given a difficult task, Student E will (verbally or nonverbally) indicate that it is difficult in 3 out of 4 trials.
 - b. Student E will explain why some tasks are easy or difficult for him, and help develop management strategies in 3 out of 4 trials.
 - vi. Sample Student F Goal
 1. Student F will increase his social-emotional skills from becoming deregulated when feeling anxious, stressed, or upset to being able to appropriately display and express his emotions and feelings, while being able to return to academic tasks within a reasonable time (8 minutes) from a current frequency of 40% to a rate of 85%.
 - a. Student F will demonstrate the ability to self-regulate his emotions in a reasonable time and return to academic tasks in 3/6 opportunities to do so.
 - b. Student F will demonstrate the ability to self-regulate his emotions in a reasonable time and return to academic tasks in 4/6 opportunities to do so.
 - c. Student F will demonstrate the ability to self-regulate his emotions in a reasonable time and return to academic tasks in 5/6 opportunities to do so.
3. Book Study
 - a. *Ghost* (2016) by Jason Reynolds. “Ghost demonstrates how to navigate feelings of fear and anger safely by showing how the protagonist acts out at school until he begins to run track and finds adult mentors - his coach and a convenience store owner - to offer him guidance” (Hart & Draper, 2019, p. 118). *Ghost* also includes themes of mental health, friendship, honesty, and trust.
4. Rationale
 - a. Major concepts
 - i. Emotional regulation

- ii. Stress management
 - iii. Personal management skills
 - b. Major skills
 - i. Managing one's emotions
 - ii. Developing effective coping strategies
 - iii. Identifying and using stress management strategies
 - iv. Exhibiting self-discipline and self-motivation
 - c. The students in the classroom are predominantly students who receive special education services under the category of Emotional or Behavioral Disorders. The class period is 56 minutes long. For this unit I chose to focus on what I felt was feasible for the average classroom in 10 days.
- 5. Ending the Unit/Summative Assessment
 - a. Inspirational Poster
- 6. Prior Knowledge Assessment/Unit Opener
 - a. Primary vs. Secondary Emotions Group Discussion

10 Day Unit Calendar

Day 1 - Monday	Day 2 - Tuesday	Day 3 - Wednesday
<p>Unit Opener/ Prior-knowledge Assessment: What are the primary emotions? Understanding big emotions (happiness, sadness, fear, anger...) What is self-management? IEP Objectives: Sample Student E, Obj. 2: Student E will explain why some tasks are easy or difficult for him, and help develop management strategies in 3 out of 4 trials.</p>	<p>Target Benchmarks: MN SEL Standard: Practice strategies for recognizing and coping with complex emotions such as rejection, social isolation, and other forms of stress/distress. CASEL Framework: Managing one's emotions. IEP Objectives: Sample Student B, Obj. 1: Student B will provide a rationale for using self-control and coping strategies when requested with 100% accuracy on five consecutive occasions. Sample Student C, Obj. 1: Given a real or practice situation involving stressors, Student C will be able to list her stressors and at least two coping strategies she prefers to use with 100% accuracy. Sample Student D, Obj. 1: Student D will be able to accurately identify 3 coping strategies to try when feelings of anxiety are present in 4 out of 5 trials. Book Study: <i>Ghost</i></p>	<p>Target Benchmarks: MN SEL Standard: Apply strategies to manage stress. CASEL Framework: Identifying and using stress management techniques IEP Objectives: Sample Student A, Obj. 3: When overwhelmed or stressed about class assignments, Student A will contact his staff that he has identified as a support system for assistance 3 out of 5 trials without prompting, as measured by staff. Sample Student C, Obj. 2: Given a stressful situation, Student C will describe the coping strategy she is using and its effectiveness in 3 out of 4 situations, as determined by her instructor.</p>

Day 4 - Thursday	Day 5 - Friday	Day 6 - Monday
<p>Target Benchmark: MN SEL Standard: Reflect on the positive and negative consequences of expressing their emotions in different situations and contexts. IEP Objectives: Sample Student A, Obj. 2: In small groups or 1:1 given hypothetical situations Student A will be able to identify ways to solve conflicts. Sample Student B, Obj. 2: Student B will use the steps for self-control and coping strategies (i.e. taking a break) when encountering various problem situations throughout the school day on 4 out of 5 occasions. Book Study: <i>Ghost</i></p>	<p>Target Benchmark: MN SEL Standard: Evaluate the role attitudes play in being successful. IEP Objectives: Sample Student F, Obj. 1: Student F will demonstrate the ability to self-regulate his emotions in a reasonable time and return to academic tasks in 4/6 opportunities to do so.</p>	<p>Target Benchmark: MN SEL Standard: Incorporate personal management skills on a daily basis, including work/study skills, personal resources, and time management. CASEL Framework: Setting Personal and collective goals. IEP Objectives: Sample Student A, Obj. 1: Student A will be able to identify at least four staff members he feels comfortable talking to. Sample Student D, Obj. 1: Student D will be able to accurately identify 3 coping strategies to try when feelings of anxiety are present in 4 out of 5 trials. Sample Student E: Obj. 1: Given a difficult task, Student E will (verbally or nonverbally) indicate that it is difficult in 3 out of 4 trials.</p>

Day 7 - Tuesday	Day 8 - Wednesday	Day 9 - Thursday
<p>Target Benchmark: MN SEL Standard(s): Apply strategies to motivate successful performance (perseverance). Develop strategies to overcome roadblocks (perseverance). CASEL Framework(s): Exhibiting self-discipline and</p>	<p>Target Benchmark: MN SEL Standard(s): Evaluate how ethical values such as honesty, respect and integrity contribute to lifelong success and relationship building. Analyze if they are behaving in line with ethical values and adjust accordingly.</p>	<p>Target Benchmark: MN SEL Standard: Evaluate how their behaviors influence the environment and society. CASEL Framework: Demonstrating personal and collective agency Book Study: <i>Ghost</i></p>

<p>self-motivation. Using planning and organizational skills. IEP Objectives: Sample Student C, Obj. 3: Given a stressful situation, Student C will independently communicate with teachers her needs and create a plan to achieve success. Sample Student E, Obj. 2: Student E will explain why some tasks are easy or difficult for him, and help develop management strategies in 3 out of 4 trials. Book Study: <i>Ghost</i></p>	<p>CASEL Framework: Showing the courage to take initiative IEP Objectives: Sample Student B, Obj. 1: Student B will provide a rationale for using self-control and coping strategies when requested with 100% accuracy on five consecutive occasions. Sample Student F, Obj. 1: Student F will demonstrate the ability to self-regulate his emotions in a reasonable time and return to academic tasks in 3/6 opportunities to do so.</p>	
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<p>Day 10 - Friday</p>
<p>Target Benchmark: Summative Assessment</p>

Day 1 - Monday

Stage 1 – Desired Results

Established Goal(s)/Content Standard(s):

- Unit Opener/Prior-knowledge Assessment: What are the primary emotions? Understanding big emotions (happiness, sadness, fear, anger...) What is self-management?
- IEP Objectives:
 - Sample Student E, Objective 2: Student E will explain why some tasks are easy or difficult for him, and help develop management strategies in 3 out of 4 trials.

Understanding (s)

Students will understand that:

- What are the big ideas?
 - Primary and secondary emotions
 - Self-management
- What specific understandings about them are desired?
 - The goal is to have students be able to give an example of both a primary and secondary emotion given a situation.
 - They will be able to define self-management in their own words.
- What misunderstandings are predictable?
 - The students may not grasp the concept of having a primary emotion that leads into a secondary emotion.
 - Students may not be able to identify what emotion may have come before anger in a given situation.

Essential Question(s):

- What provocative questions will foster inquiry, understanding, and transfer the learning?
 - Why could it be important to understand what emotion lies beneath a secondary emotion?
 - What is the significance of understanding individual emotions when it comes to self-management?

Student objectives (outcomes):

Students will be able to:

- What key knowledge and skills will students acquire as a result of this unit?
 - Students will be able to produce an example of both a primary and secondary emotion.
- What should they eventually be able to do as a result of such knowledge and skill?
 - Students will be able to manage their emotions by understanding that there may be a primary emotion underneath a potentially self-destructive secondary emotion.

Stage 2 – Assessment Evidence

Performance Task(s):

- Through what authentic performance task(s) will students demonstrate the desired understandings?
 - Bloom’s Taxonomy Level - Creating:
 - Task: produce and manage
 - Group Discussion and role-play scenarios
 - 1:1 Scenario with the teacher.
- By what criteria will “performances of understanding” be judged?
 - Can the student:
 - Explain the difference between primary and secondary emotions?
 - Accurately choose between the two when given a scenario?
 - Produce a sample situation in which both primary and secondary emotions are present?
 - Provide input as to why distinguishing between the two is important to managing one’s

Other Evidence:

- Through what other evidence will students demonstrate achievement of the desired results?
 - Summative Assessment: At the end of the unit, students will create an Inspirational Poster.
 - The evidence from this lesson will be demonstrated by the student’s ability to create a plan that can be used to manage his or her emotions using their knowledge of primary and secondary emotions.

emotions?	
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Stage 3 – Learning Plan

Learning Activities:

- Students will answer the following questions in their journals in order for them to begin thinking about the activity for the day. (5 minutes)
 - What is an example of a primary emotion that can turn into the secondary emotion: anger?
 - Why do you think it would be important to understand the first emotion that you feel rather than acting on the second?
- Students will then be introduced to the essential question of the day and the agenda. (1 minute)
- Group Discussion - the concept of primary and secondary emotions is a review. This lesson is built to determine what the students remember about emotional regulation prior to beginning the unit on self-management. (20 minutes)
 - While in a group students will:
 - Work through examples of primary emotions that can turn into the secondary emotion: anger.
 - Work through personal (or given) situations in which the emotion acted on was the secondary rather than the primary.
 - Discuss and list the pros and cons to acting out secondary emotions versus acknowledging and representing the primary emotions underneath.
- Individual Work Time - This time is used for students to work on missing work from this class or their general education classes, work on individualized education plan (IEP) goals with the teacher, or to utilize one of their chosen coping strategies. (25 minutes)
 - IEP Objective(s) being practiced:
 - Sample Student E, Objective 2: Student E will explain why some tasks are easy or difficult for him, and help develop management strategies in 3 out of 4 trials.
 - During this time the teacher will also interview each student and give them a 1:1 scenario to discuss as their formative assessment for the day.
- Group Wrap-up: Close the lesson with a final group review of the concepts: primary and secondary emotions. (5 minutes)

Understanding By Design – Backwards Design Process
(Developed by Grant Wiggins and Jay McTighe, 2002)

Day 2

Stage 1 – Desired Results

Established Goal(s)/Content Standard(s):

- MN SEL Standard: Practice strategies for recognizing and coping with complex emotions such as rejection, social isolation, and other forms of stress/distress.
- CASEL Framework: Managing one’s emotions.
- IEP Objectives:
 - Sample Student B, Obj. 1: Student B will provide a rationale for using self-control and coping strategies when requested with 100% accuracy on five consecutive occasions.
 - Sample Student C, Obj. 1: Given a real or practice situation involving stressors, Student C will be able to list her stressors and at least two coping strategies she prefers to use with 100% accuracy.
 - Sample Student D, Obj. 1: Student D will be able to accurately identify 3 coping strategies to try when feelings of anxiety are present in 4 out of 5 trials.
- Book Study: *Ghost*

Understanding (s)

Students will understand that:

- What are the big ideas?
 - Strategies for recognizing and coping with complex emotions
 - Strategies to “manage emotions”
- What specific understandings about them are desired?
 - The goal is to have students be able to take away tangible strategies used to cope with complex emotions.
 - Students will be able to explain why using coping strategies can benefit their overall well-being. This includes why it is important to manage one’s

Essential Question(s):

- What provocative questions will foster inquiry, understanding, and transfer the learning?
 - Why is it important that I manage my emotions and use healthy coping strategies when experiencing complex emotions?
 - How can managing my emotions benefit my overall health and well-being?

<p>emotions.</p> <ul style="list-style-type: none"> ● What misunderstandings are predictable? <ul style="list-style-type: none"> ○ Students are not able/willing to come up with healthy, productive coping strategies for managing complex emotions. ○ Students may state that they do not feel these emotions. 	
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<p>Student objectives (outcomes): Students will be able to:</p> <ul style="list-style-type: none"> ● What key knowledge and skills will students acquire as a result of this unit? <ul style="list-style-type: none"> ○ Students will be able to evaluate coping strategies and create a list of healthy, productive strategies to use when feeling complex emotions. ● What should they eventually be able to do as a result of such knowledge and skill? <ul style="list-style-type: none"> ○ Students will be able to manage their emotions by creating a list of healthy, productive coping strategies to utilize when feeling complex emotions.

Stage 2 – Assessment Evidence

<p>Performance Task(s):</p> <ul style="list-style-type: none"> ● Through what authentic performance task(s) will students demonstrate the desired understandings? <ul style="list-style-type: none"> ○ Bloom’s Taxonomy Level - Evaluating: <ul style="list-style-type: none"> ■ Task: evaluate ○ Bloom’s Taxonomy Level - Creating: <ul style="list-style-type: none"> ■ Task: create and manage ○ Group Discussion and role-play scenarios ○ Exit Ticket: List of 5 coping strategies that the student feels will work for him/her when experiencing complex emotions. ● By what criteria will “performances 	<p>Other Evidence:</p> <ul style="list-style-type: none"> ● Through what other evidence will students demonstrate achievement of the desired results? <ul style="list-style-type: none"> ○ Summative Assessment: At the end of the unit, students will create an Inspirational Poster. <ul style="list-style-type: none"> ■ The evidence from this lesson will be demonstrated by their ability to create a list of five strategies for coping with complex emotions and including them on their poster.
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<p>of understanding” be judged?</p> <ul style="list-style-type: none"> ○ Can the student: <ul style="list-style-type: none"> ■ Evaluate strategies to determine which may work for them? ■ Create a list of five health, productive coping strategies? 	
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Stage 3 – Learning Plan

<p>Learning Activities:</p> <ul style="list-style-type: none"> ● Students will answer the following questions in their journals in order for them to begin thinking about the activity for the day. (5 minutes) <ul style="list-style-type: none"> ○ What does the term ‘complex emotion’ mean to you? ○ Why do you think it would be important to find healthy coping strategies for complex emotions (rejection, social isolation, anxiety, stress) before you experience them? ● Students will then be introduced to the essential question of the day and the agenda. (1 minute) ● Group Discussion - The students will begin by sharing how their day/evening was prior to class. Then the group will discuss the concepts of the day. (20 minutes) <ul style="list-style-type: none"> ○ While in a group students will: <ul style="list-style-type: none"> ■ View and discuss examples of complex emotions ■ Create a class list of coping strategies that can be used to manage complex emotions. Evaluate the list as a group. ■ Read Chapter 1 of <i>Ghost</i> (pages 1-7) and work through situations in which an alternative coping strategy could have been used by the characters and brainstorm why choosing a different strategy would have been beneficial. ■ Discuss the pros and cons of finding alternate, healthy coping strategies to manage complex emotions. ● Introduce the Five Strategy Assignment (5 minutes) ● Individual Work Time - This time is used for students to research and work on their Five Strategy Assignment, work on individualized education plan (IEP) goals with the teacher, or to utilize one of their chosen coping strategies. (20 minutes) <ul style="list-style-type: none"> ○ IEP Objective(s) being practiced: <ul style="list-style-type: none"> ■ Sample Student B, Obj. 1: Student B will provide a rationale for using self-control and coping strategies when requested with 100% accuracy
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- on five consecutive occasions.
 - Sample Student C, Obj. 1: Given a real or practice situation involving stressors, Student C will be able to list her stressors and at least two coping strategies she prefers to use with 100% accuracy.
 - Sample Student D, Obj. 1: Student D will be able to accurately identify 3 coping strategies to try when feelings of anxiety are present in 4 out of 5 trials.
- Group Wrap-up: Close the lesson with a final group review of the concepts and reiterate expectations for the assignment. (5 minutes)

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Day 3

Stage 1 – Desired Results

- Established Goal(s)/Content Standard(s):**
- MN SEL Standard: Apply strategies to manage stress.
 - CASEL Framework: Identifying and using stress management techniques
 - IEP Objectives:
 - Sample Student A, Obj. 3: When overwhelmed or stressed about class assignments, Student A will contact his staff that he has identified as a support system for assistance 3 out of 5 tries without prompting, as measured by staff.
 - Sample Student C, Obj. 2 Given a stressful situation, Student C will describe the coping strategy she is using and its effectiveness in 3 out of 4 situations, as determined by her instructor.

<p>Understanding (s) Students will understand that:</p> <ul style="list-style-type: none"> ● What are the big ideas? <ul style="list-style-type: none"> ○ Stress management techniques ○ Stress/stress inducers ● What specific understandings about them are desired? <ul style="list-style-type: none"> ○ The goal is to have students be able to explain ways that a person can manage stress. ○ They will also be able to identify and evaluate types of situations that can cause stress. ○ They will be able to create a list of specific strategies to cope with stress. ● What misunderstandings are predictable? 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ● What provocative questions will foster inquiry, understanding, and transfer the learning? <ul style="list-style-type: none"> ○ How can I handle stress during the day and why is it important to manage stress?
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- Students may feel that stress is impossible to manage/make disappear.

Student objectives (outcomes):

Students will be able to:

- What key knowledge and skills will students acquire as a result of this unit?
 - Students will be able to evaluate a situation to determine if it can cause stress and if so, produce examples of how to effectively manage that stress.
- What should they eventually be able to do as a result of such knowledge and skill?
 - Students will be able to evaluate stressful situations that they are in and produce solutions and strategies that will help to manage that stress.

Stage 2 – Assessment Evidence

Performance Task(s):

- Through what authentic performance task(s) will students demonstrate the desired understandings?
 - Bloom’s Taxonomy Level - Evaluating:
 - Task: evaluate
 - Bloom’s Taxonomy Level - Creating:
 - Task: produce
 - Group Discussion
 - Stress - A Visual Aid Assignment
- By what criteria will “performances of understanding” be judged?
 - Can the student:
 - Produce examples (three images) of situations that may cause stress?
 - Provide a stress management technique that could be used in each chosen situation, and

Other Evidence:

- Through what other evidence will students demonstrate achievement of the desired results?
 - Summative Assessment: At the end of the unit, students will create an Inspirational Poster.
 - The evidence from this lesson will be demonstrated by their ability to produce examples of stressful situations along with ways to apply stress management techniques.

an example of how to apply it?	
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Stage 3 – Learning Plan

Learning Activities:

- Students will answer the following questions in their journals in order for them to begin thinking about the activity for the day. (5 minutes)
 - What is an example of a stressful situation?
 - If you were in that situation, how would you respond?
 - Would you be able to manage your stress? How so?
- Students will then be introduced to the essential question of the day and the agenda. (1 minute)
- Group Discussion - The students will begin by sharing how their day/evening was prior to class. Then the group will discuss the concepts of the day. (20 minutes)
 - While in a group students will:
 - View and discuss the definition and causes of stress.
 - View a list of healthy ways to manage stress. Evaluate the list and add to it as a group, thus creating a class list of strategies.
 - Work through situations (personal or given) to evaluate if it may be a stressful situation and as a group develop a list of strategies that match the given situation.
 - View and discuss the health benefits that occur from managing stress.
- Introduce the Stress - A Visual Aid Assignment (5 minutes)
- Individual Work Time - This time is used for students to research and work on their Stress - A Visual Aid Assignment, work on individualized education plan (IEP) goals with the teacher, or to utilize one of their chosen coping strategies. (20 minutes)
 - IEP Objective(s) being practiced:
 - Sample Student A, Obj. 3: When overwhelmed or stressed about class assignments, Student A will contact his staff that he has identified as a support system for assistance 3 out of 5 tries without prompting, as measured by staff.
 - Sample Student C, Obj. 2 Given a stressful situation, Student C will describe the coping strategy she is using and its effectiveness in 3 out of 4 situations, as determined by her instructor.
- Group Wrap-up: Close the lesson with a final group review of the concepts and reiterate expectations for the assignment. (5 minutes)

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Day 4

Stage 1 – Desired Results

Established Goal(s)/Content Standard(s):

- MN SEL Standard: Reflect on the positive and negative consequences of expressing their emotions in different situations and contexts.
- IEP Objectives:
 - Sample Student A, Obj. 2: In small groups or 1:1 given hypothetical situations Student A will be able to identify ways to solve conflicts.
 - Sample Student B, Obj. 2: Student B will use the steps for self-control and coping strategies (i.e. taking a break) when encountering various problem situations throughout the school day on 4 out of 5 occasions.
- Book Study: *Ghost*

Understanding (s)

Students will understand that:

- What are the big ideas?
 - Positive and negative consequences
 - Natural consequences for how emotions are expressed
- What specific understandings about them are desired?
 - The goal is to have students be able to evaluate each choice to determine the negative or positive consequences.
- What misunderstandings are predictable?
 - Students may think that there is no such thing as a positive

Essential Question(s):

- What provocative questions will foster inquiry, understanding, and transfer the learning?
 - How can I express my emotions so that I can avoid negative consequences?

<p>consequence.</p> <ul style="list-style-type: none"> ○ Students may state that their behaviors only affect themselves or that their behaviors or choices are no one else’s business. 	
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<p>Student objectives (outcomes): Students will be able to:</p> <ul style="list-style-type: none"> ● What key knowledge and skills will students acquire as a result of this unit? <ul style="list-style-type: none"> ○ Students will be able to explain and describe positive and negative consequences. ● What should they eventually be able to do as a result of such knowledge and skill? <ul style="list-style-type: none"> ○ Students will be able to evaluate their own choices to determine the negative or positive consequences of their actions.
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Stage 2 – Assessment Evidence

<p>Performance Task(s):</p> <ul style="list-style-type: none"> ● Through what authentic performance task(s) will students demonstrate the desired understandings? <ul style="list-style-type: none"> ○ Bloom’s Taxonomy Level - Understanding: <ul style="list-style-type: none"> ■ Task: explain ○ Bloom’s Taxonomy Level - Evaluating: <ul style="list-style-type: none"> ■ Task: evaluate ○ Group discussion ○ 1:1 Scenario discussions with the teacher. ● By what criteria will “performances of understanding” be judged? <ul style="list-style-type: none"> ○ Can the student: <ul style="list-style-type: none"> ■ Identify two examples of positive and negative consequences that could occur in a given situation? ■ Evaluate the positive 	<p>Other Evidence:</p> <ul style="list-style-type: none"> ● Through what other evidence will students demonstrate achievement of the desired results? <ul style="list-style-type: none"> ○ Summative Assessment: At the end of the unit, students will create an Inspirational Poster. <ul style="list-style-type: none"> ■ The evidence from this lesson plan will be demonstrated by their ability to design activities that will promote positive consequences.
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and negative consequences of their choices to determine a behavior that would promote positive consequences?	
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Stage 3 – Learning Plan

Learning Activities:

- Students will answer the following questions in their journals in order for them to begin thinking about the activity for the day. (5 minutes)
 - Can there be positive consequences to my actions?
 - What would be an example of a positive consequence?
- Students will then be introduced to the essential question of the day and the agenda. (1 minute)
- Group Discussion - The students will begin by sharing how their day/evening was prior to class. Then the group will discuss the concepts of the day. (25 minutes)
 - While in a group students will:
 - Discuss the terms positive consequence and negative consequence.
 - Create a class list of what could constitute as a positive consequence and a negative consequence.
 - Read the first half of *Ghost* Chapter 2 (pages 8-18) and work through situations in which the main character received positive and negative consequences due to his actions. As a class, evaluate his choices to determine what behaviors he could have chosen to promote positive consequences.
- Individual Work Time - This time is used for students to research and work on their missing work, work on individualized education plan (IEP) goals with the teacher, or to utilize one of their chosen coping strategies. (20 minutes)
 - IEP Objective(s) being practiced:
 - Sample Student A, Obj. 2: In small groups or 1:1 given hypothetical situations Student A will be able to identify ways to solve conflicts.
 - Sample Student B, Obj. 2: Student B will use the steps for self-control and coping strategies (i.e. taking a break) when encountering various problem situations throughout the school day on 4 out of 5 occasions.
 - During this time the teacher will also interview each student and give them a 1:1 scenario to discuss as their formative assessment for the day.
- Group Wrap-up: Close the lesson with a final group review of the concepts: positive and negative consequences. (5 minutes)

Day 5

Stage 1 – Desired Results

Established Goal(s)/Content Standard(s):

- MN SEL Standard: Evaluate the role attitudes play in being successful.
- IEP Objectives:
 - Sample Student F, Obj. 1: Student F will demonstrate the ability to self-regulate his emotions in a reasonable time and return to academic tasks in 4/6 opportunities to do so.

Understanding (s)

Students will understand that:

- What are the big ideas?
 - Positive and negative attitudes
 - Effective communication
- What specific understandings about them are desired?
 - The goal is to have students be able to evaluate their own attitude when communicating to others.
- What misunderstandings are predictable?
 - Students may think that attitude means sass.
 - Students may state that they always have a negative attitude and that it isn't possible for them to be positive.

Essential Question(s):

- What provocative questions will foster inquiry, understanding, and transfer the learning?
 - How does the attitude that I convey when I communicate help me be successful?

Student objectives (outcomes):

Students will be able to:

- What key knowledge and skills will students acquire as a result of this unit?
 - Students will be able to evaluate how their attitude can affect their communication with others.
- What should they eventually be able to do as a result of such knowledge and skill?
 - Students will be able to create a plan that helps them to develop a more consistent positive attitude.

Stage 2 – Assessment Evidence

Performance Task(s):

- Through what authentic performance task(s) will students demonstrate the desired understandings?
 - Bloom’s Taxonomy Level - Evaluating:
 - Task: evaluate
 - Bloom’s Taxonomy Level - Creating:
 - Task: create
 - Group Discussion
 - How to Create a Positive Attitude Assignment
- By what criteria will “performances of understanding” be judged?
 - Students will use the list provided to them or research ways to create a positive attitude in order to build a list of three ways that they can help themselves to stay in a positive mindset.
 - Students will give an explanation as to what the benefits are to stating in a positive mindset.

Other Evidence:

- Through what other evidence will students demonstrate achievement of the desired results?
 - Summative Assessment: At the end of the unit, students will create an Inspirational Poster.
 - The evidence from this lesson will be demonstrated by the creation of a positive attitude plan that includes the benefits of a positive mindset.

Stage 3 – Learning Plan

Learning Activities:

- Students will answer the following questions in their journals in order for them to begin

- thinking about the activity for the day. (5 minutes)
- What types of attitudes are there?
 - What kind of mindset are you in if you have a negative attitude?
 - Students will then be introduced to the essential question of the day and the agenda. (1 minute)
 - Group Discussion - The students will begin by sharing how their day/evening was prior to class. Then the group will discuss the concepts of the day. (20 minutes)
 - While in a group students will:
 - Discuss the differences and appearance of positive attitude and negative attitude.
 - Evaluate and discuss a list of ways to demonstrate or create a positive attitude rather than a negative attitude.
 - Evaluate and discuss the benefits of having a positive attitude and as a class, determine what it can mean in terms of successful communication with others.
 - Introduce and explain the How to Create a Positive Attitude Assignment (5 minutes)
 - Individual Work Time - This time is used for students to research and work on their assignment, work on individualized education plan (IEP) goals with the teacher, or to utilize one of their chosen coping strategies. (20 minutes)
 - IEP Objective(s) being practiced:
 - Sample Student F, Obj. 1: Student F will demonstrate the ability to self-regulate his emotions in a reasonable time and return to academic tasks in 4/6 opportunities to do so.
 - Group Wrap-up: Close the lesson with a final group review of the concepts and reiterate expectations for the assignment. (5 minutes)

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Day 6

Stage 1 – Desired Results

Established Goal(s)/Content Standard(s):

- MN SEL Standard: Incorporate personal management skills on a daily basis, including work/study skills, personal resources, and time management.
- CASEL Framework: Setting Personal and collective goals.
- IEP Objectives:
 - Sample Student A, Obj. 1: Student A will be able to identify at least four staff members he feels comfortable talking to.
 - Sample Student D, Obj. 1: Student D will be able to accurately identify 3 coping strategies to try when feelings of anxiety are present in 4 out of 5 trials.
 - Sample Student E: Obj. 1: Given a difficult task, Student E will (verbally or nonverbally) indicate that it is difficult in 3 out of 4 trials.

Understanding (s)

Students will understand that:

- What are the big ideas?
 - Personal management
 - Locating personal resources
 - Time management
 - Goal Setting
- What specific understandings about them are desired?
 - The goal is to have students set goals that are manageable and attainable in the time frame that they develop for themselves.
- What misunderstandings are

Essential Question(s):

- What provocative questions will foster inquiry, understanding, and transfer the learning?
 - How can I set goals and budget my time so that I can be successful and productive?

<p>predictable?</p> <ul style="list-style-type: none"> ○ Students may think that there isn't a point to setting goals. ○ They may set goals that are unrealistic, too broad, or inappropriate. 	
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<p>Student objectives (outcomes): Students will be able to:</p> <ul style="list-style-type: none"> ● What key knowledge and skills will students acquire as a result of this unit? <ul style="list-style-type: none"> ○ Students will be able to develop a manageable goal and design a timeline to complete it. ● What should they eventually be able to do as a result of such knowledge and skill? <ul style="list-style-type: none"> ○ Students will be able to create a goal for any given situation and manage their time effectively to meet their chosen goal.
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Stage 2 – Assessment Evidence

<p>Performance Task(s):</p> <ul style="list-style-type: none"> ● Through what authentic performance task(s) will students demonstrate the desired understandings? <ul style="list-style-type: none"> ○ Bloom's Taxonomy Level - Creating: <ul style="list-style-type: none"> ■ Task: develop and design ○ Group goal setting activity ○ Individual Goal Setting and Timeline Assignment ● By what criteria will "performances of understanding" be judged? <ul style="list-style-type: none"> ○ Can the student: <ul style="list-style-type: none"> ■ Create a manageable and realistic goal? ■ Design a timeline that is appropriate for their chosen goal? ■ Explain why it is important to budget time wisely? 	<p>Other Evidence:</p> <ul style="list-style-type: none"> ● Through what other evidence will students demonstrate achievement of the desired results? <ul style="list-style-type: none"> ○ Summative Assessment: At the end of the unit, students will create an Inspirational Poster. <ul style="list-style-type: none"> ■ The evidence from this lesson will be demonstrated by their ability to create a manageable goal, design a timeline for completion, and explain why time management is important.
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Stage 3 – Learning Plan

Learning Activities:

- Students will answer the following questions in their journals in order for them to begin thinking about the activity for the day. (5 minutes)
 - How do you set a realistic goal?
 - What are the steps?
- Students will then be introduced to the essential question of the day and the agenda. (1 minute)
- Group Discussion - The students will begin by sharing how their day/evening was prior to class. Then the group will discuss the concepts of the day. (20 minutes)
 - While in a group students will:
 - Create a class definition for personal management.
 - View and discuss the SMART Goals acronym
 - Work to create a class goal for the week using the SMART Goals acronym and design a timeline to keep themselves on track (expected goal topics: be on time to class, get missing work in, be respectful to others, etc.)
 - View and discuss ways to help manage their time. Use personal or given situations and discuss ways in which time was managed or mismanaged. How could one have utilized their time more effectively?
- Introduce and explain the Individual Goal Setting and Timeline Assignment (5 minutes)
- Individual Work Time - This time is used for students to research and work on their assignment, work on individualized education plan (IEP) goals with the teacher, or to utilize one of their chosen coping strategies. (20 minutes)
 - IEP Objective(s) being practiced:
 - Sample Student A, Obj. 1: Student A will be able to identify at least four staff members he feels comfortable talking to.
 - Sample Student D, Obj. 1: Student D will be able to accurately identify 3 coping strategies to try when feelings of anxiety are present in 4 out of 5 trials.
 - Sample Student E: Obj. 1: Given a difficult task, Student E will (verbally or nonverbally) indicate that it is difficult in 3 out of 4 trials.
- Group Wrap-up: Close the lesson with a final group review of the concepts and reiterate expectations for the assignment. (5 minutes)

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Day 7

Stage 1 – Desired Results

Established Goal(s)/Content Standard(s):

- MN SEL Standard(s):
 - Apply strategies to motivate successful performance (perseverance).
 - Develop strategies to overcome roadblocks (perseverance).
- CASEL Framework(s):
 - Exhibiting self-discipline and self-motivation.
 - Using planning and organizational skills.
- IEP Objectives:
 - Sample Student C, Obj. 3: Given a stressful situation, Student C will independently communicate with teachers her needs and create a plan to achieve success.
 - Sample Student E, Obj. 2: Student E will explain why some tasks are easy or difficult for him, and help develop management strategies in 3 out of 4 trials.
- Book Study: *Ghost*

Understanding (s)

Students will understand that:

- What are the big ideas?
 - Perseverance?
 - Self-discipline and self-motivation
 - Planning and organizational skills
- What specific understandings about them are desired?
 - The goal is to have students

Essential Question(s):

- What provocative questions will foster inquiry, understanding, and transfer the learning?
 - How can I build perseverance within my own life?

<p style="text-align: center;">develop a list of strategies to help persevere when situations are difficult/not enjoyable.</p> <ul style="list-style-type: none"> ● What misunderstandings are predictable? <ul style="list-style-type: none"> ○ Students may think that perseverance means only physical strength. ○ Students may not know what perseverance or self-discipline mean. ○ Students may state that they can't get motivated. 	
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<p>Student objectives (outcomes): Students will be able to:</p> <ul style="list-style-type: none"> ● What key knowledge and skills will students acquire as a result of this unit? <ul style="list-style-type: none"> ○ Students will be able to evaluate strategies that can help them to persevere in difficult/unpleasant situations. ● What should they eventually be able to do as a result of such knowledge and skill? <ul style="list-style-type: none"> ○ Students will be able to create a plan that supports them in making healthy choices towards self-discipline and self-motivation.
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Stage 2 – Assessment Evidence

<p>Performance Task(s):</p> <ul style="list-style-type: none"> ● Through what authentic performance task(s) will students demonstrate the desired understandings? <ul style="list-style-type: none"> ○ Bloom's Taxonomy Level - Evaluating: <ul style="list-style-type: none"> ■ Task: evaluate ○ Bloom's Taxonomy Level - Creating: <ul style="list-style-type: none"> ■ Task: create ○ Group discussion and role-play scenarios ○ Choose an interview on Road Trip Nation and evaluate the strategies of perseverance that the person interviewed 	<p>Other Evidence:</p> <ul style="list-style-type: none"> ● Through what other evidence will students demonstrate achievement of the desired results? <ul style="list-style-type: none"> ○ Summative Assessment: At the end of the unit, students will create an Inspirational Poster. <ul style="list-style-type: none"> ■ The evidence from this lesson will be demonstrated by their ability to evaluate and identify their own strategies for practicing perseverance by creating a plan for themselves.
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<p>used in their personal lives.</p> <ul style="list-style-type: none"> ● By what criteria will “performances of understanding” be judged? <ul style="list-style-type: none"> ○ Can the student: <ul style="list-style-type: none"> ■ accurately identify strategies/characteristics of perseverance and evaluate them for their own personal use? 	
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Stage 3 – Learning Plan

<p>Learning Activities:</p> <ul style="list-style-type: none"> ● Students will answer the following questions in their journals in order for them to begin thinking about the activity for the day. (5 minutes) <ul style="list-style-type: none"> ○ What does perseverance mean to you? ○ How can someone show perseverance? ● Students will then be introduced to the essential question of the day and the agenda. (1 minute) ● Group Discussion - The students will begin by sharing how their day/evening was prior to class. Then the group will discuss the concepts of the day. (25 minutes) <ul style="list-style-type: none"> ○ While in a group students will: <ul style="list-style-type: none"> ■ View and evaluate the definition for perseverance ■ Create a class list of ways to show perseverance then view a curated list of strategies to practice perseverance. Compare and contrast the two lists. ■ Compare the list created with ideas of self-discipline and self-motivation. Share the definitions of the words with the class if necessary. ■ Read the second half of <i>Ghost</i> Chapter 2 (pages 19-28) and work through situations in which the main character demonstrated perseverance or could have shown more perseverance. As a class, develop a plan that could help the main character to continue to persevere in his endeavors. ● Introduce and explain the Perseverance Interview Assignment (5 minutes) ● Individual Work Time - This time is used for students to research and work on their assignment, work on individualized education plan (IEP) goals with the teacher, or to utilize one of their chosen coping strategies. (15 minutes) <ul style="list-style-type: none"> ○ IEP Objective(s) being practiced: <ul style="list-style-type: none"> ■ Sample Student C, Obj. 3: Given a stressful situation, Student C will

- independently communicate with teachers her needs and create a plan to achieve success.
 - Sample Student E, Obj. 2: Student E will explain why some tasks are easy or difficult for him, and help develop management strategies in 3 out of 4 trials.
- Group Wrap-up: Close the lesson with a final group review of the concepts and reiterate expectations for the assignment. (5 minutes)

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Day 8

Stage 1 – Desired Results

- Established Goal(s)/Content Standard(s):**
- MN SEL Standard(s):
 - Evaluate how ethical values such as honesty, respect and integrity contribute to lifelong success and relationship building.
 - Analyze if they are behaving in line with ethical values and adjust accordingly.
 - CASEL Framework: Showing the courage to take initiative
 - IEP Objectives:
 - Sample Student B, Obj. 1: Student B will provide a rationale for using self-control and coping strategies when requested with 100% accuracy on five consecutive occasions.
 - Sample Student F, Obj. 1: Student F will demonstrate the ability to self-regulate his emotions in a reasonable time and return to academic tasks in 3/6 opportunities to do so.

<p>Understanding (s) Students will understand that:</p> <ul style="list-style-type: none"> ● What are the big ideas? <ul style="list-style-type: none"> ○ Ethical values ○ Honesty, respect, integrity ○ Personal ethical values ○ Initiative 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ● What provocative questions will foster inquiry, understanding, and transfer the learning? <ul style="list-style-type: none"> ○ What ethical values can I create and live by that can help me to build healthy, positive
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<ul style="list-style-type: none"> ● What specific understandings about them are desired? <ul style="list-style-type: none"> ○ The goal is to have students evaluate common ethical values and use them to evaluate their own behavior. ● What misunderstandings are predictable? <ul style="list-style-type: none"> ○ Students may not know what ethical means. ○ Students may not be able to develop personal ethical values. ○ They may state that they do not care. 	<p style="text-align: center;">relationships with others?</p>
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<p>Student objectives (outcomes): Students will be able to:</p> <ul style="list-style-type: none"> ● What key knowledge and skills will students acquire as a result of this unit? <ul style="list-style-type: none"> ○ Students will be able to evaluate ethical values and develop their own list of personal ethical values. ● What should they eventually be able to do as a result of such knowledge and skill? <ul style="list-style-type: none"> ○ Students will be able to evaluate their own behaviors to determine if they are in line with their ethical values.
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Stage 2 – Assessment Evidence

<p>Performance Task(s):</p> <ul style="list-style-type: none"> ● Through what authentic performance task(s) will students demonstrate the desired understandings? <ul style="list-style-type: none"> ○ Bloom’s Taxonomy Level - Evaluating: <ul style="list-style-type: none"> ■ Task: evaluate ○ Group discussion and role-play scenarios ○ My Ethical Values Assignment ● By what criteria will “performances of understanding” be judged? <ul style="list-style-type: none"> ○ Can the student: <ul style="list-style-type: none"> ■ Demonstrate an 	<p>Other Evidence:</p> <ul style="list-style-type: none"> ● Through what other evidence will students demonstrate achievement of the desired results? <ul style="list-style-type: none"> ○ Summative Assessment: At the end of the unit, students will create an Inspirational Poster. <ul style="list-style-type: none"> ■ The evidence from this lesson will be demonstrated by their ability to create a list of personal ethical values.
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<p>understanding of the term ethical?</p> <ul style="list-style-type: none"> ■ Evaluate and create their own list of personal values? 	
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Stage 3 – Learning Plan

Learning Activities:

- Students will answer the following questions in their journals in order for them to begin thinking about the activity for the day. (5 minutes)
 - What is an example of an ethical value?
 - How can you show someone that you are honest and respectful?
- Students will then be introduced to the essential question of the day and the agenda. (1 minute)
- Group Discussion - The students will begin by sharing how their day/evening was prior to class. Then the group will discuss the concepts of the day. (20 minutes)
 - While in a group students will:
 - View and discuss the definition for ethical
 - Create a class list of potential ethical values and produce examples of how to demonstrate each trait.
 - Work through personal or given situations in which these values were being displayed/could have been displayed.
- Introduce and explain the My Ethical Values Assignment (5 minutes)
- Individual Work Time - This time is used for students to research and work on their assignment, work on individualized education plan (IEP) goals with the teacher, or to utilize one of their chosen coping strategies. (20 minutes)
 - IEP Objective(s) being practiced:
 - Sample Student B, Obj. 1: Student B will provide a rationale for using self-control and coping strategies when requested with 100% accuracy on five consecutive occasions.
 - Sample Student F, Obj. 1: Student F will demonstrate the ability to self-regulate his emotions in a reasonable time and return to academic tasks in 3/6 opportunities to do so.
- Group Wrap-up: Close the lesson with a final group review of the concepts and reiterate expectations for the assignment. (5 minutes)

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Day 9

Stage 1 – Desired Results

Established Goal(s)/Content Standard(s):

- MN SEL Standard: Evaluate how their behaviors influence the environment and society.
- CASEL Framework: Demonstrating personal and collective agency
- Book Study: *Ghost*

Understanding (s)

Students will understand that:

- What are the big ideas?
 - Sustainable behaviors
 - Positive and negative consequences
 - Personal and collective agency
- What specific understandings about them are desired?
 - The goal is to have students evaluate how an individual's decisions and behaviors affect others and influence the world around them.
 - They will also be able to demonstrate personal and

Essential Question(s):

- What provocative questions will foster inquiry, understanding, and transfer the learning?
 - How can the decisions that I make affect society and the environment around me?

<p>collective agency.</p> <ul style="list-style-type: none"> ● What misunderstandings are predictable? <ul style="list-style-type: none"> ○ Students may think that their choices or behaviors are their own and don't affect anyone else. ○ Students may express global warming opinions. ○ Students may express society/political opinions. 	
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<p>Student objectives (outcomes): Students will be able to:</p> <ul style="list-style-type: none"> ● What key knowledge and skills will students acquire as a result of this unit? <ul style="list-style-type: none"> ○ Students will be able to produce examples for how their behaviors affect the environment around them. ● What should they eventually be able to do as a result of such knowledge and skill? <ul style="list-style-type: none"> ○ Students will be able to evaluate how their behaviors influence the environment and society and create a plan to help create positive consequences.

Stage 2 – Assessment Evidence

<p>Performance Task(s):</p> <ul style="list-style-type: none"> ● Through what authentic performance task(s) will students demonstrate the desired understandings? <ul style="list-style-type: none"> ○ Bloom's Taxonomy Level - Evaluating: <ul style="list-style-type: none"> ■ Task: evaluate ○ Bloom's Taxonomy Level - Creating: <ul style="list-style-type: none"> ■ Task: produce ○ Group discussion ○ Sustainable Behavior Activity ● By what criteria will "performances of understanding" be judged? <ul style="list-style-type: none"> ○ Can the student: <ul style="list-style-type: none"> ■ Identify realistic sustainable 	<p>Other Evidence:</p> <ul style="list-style-type: none"> ● Through what other evidence will students demonstrate achievement of the desired results? <ul style="list-style-type: none"> ○ Summative Assessment: At the end of the unit, students will create an Inspirational Poster. <ul style="list-style-type: none"> ■ The evidence from this lesson will be demonstrated by their ability to create a list of three sustainable behaviors and how to implement them.
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behaviors? ■ Evaluate decisions and determine the consequences?	
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Stage 3 – Learning Plan

Learning Activities:

- Students will answer the following questions in their journals in order for them to begin thinking about the activity for the day. (5 minutes)
 - How can my behaviors affect the environment?
 - What can I do to benefit society and my community?
- Students will then be introduced to the essential question of the day and the agenda. (1 minute)
- Group Discussion - The students will begin by sharing how their day/evening was prior to class. Then the group will discuss the concepts of the day. (35 minutes)
 - While in a group students will:
 - Review positive and negative consequences
 - Create a class list of ways that behaviors impact the environment in a positive and negative way.
 - View and discuss the definition of sustainable behavior along with a list of curated examples. How can someone incorporate behaviors that affect the environment and society in positive ways? As a class, revisit and evaluate the created list from above.
 - Read the first half of *Ghost* Chapter 3 (pages 29-38) and work through situations in which the main character showed (or could have shown) sustainable behavior.
 - View the list of sustainable behaviors from earlier. As a class, create a list of at least three behaviors that the class feels that they can accomplish and incorporate into their lives. Title it: This class will -
- Individual Work Time - This time is used for students to research and work on their missing work, or to utilize one of their chosen coping strategies. (15 minutes)
- Group Wrap-up: Close the lesson with a final group review of the concept: sustainable behavior. (5 minutes)

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Day 10

Stage 1 – Desired Results

Established Goal(s)/Content Standard(s):

- Summative Assessment

Understanding (s)	Essential Question(s):
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Students will understand that:

- What are the big ideas?
 - Self-management techniques
 - Emotional regulation
 - Personal management
 - Time management.
- What specific understandings about them are desired?
 - The goal is to have students evaluate their choices and create a plan to incorporate healthy strategies into their lives.
- What misunderstandings are

- What provocative questions will foster inquiry, understanding, and transfer the learning?
 - How can I show effective self-management skills and why is it important to do so for myself, my relationships, and the world around me?

<p>predictable?</p> <ul style="list-style-type: none"> ○ Students may say I didn't finish that or I didn't do that. ○ Students may state that they don't remember going over a concept. 	
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<p>Student objectives (outcomes): Students will be able to:</p> <ul style="list-style-type: none"> ● What key knowledge and skills will students acquire as a result of this unit? <ul style="list-style-type: none"> ○ Students will be able to develop a poster that summarizes their knowledge of self-management skills. ● What should they eventually be able to do as a result of such knowledge and skill? <ul style="list-style-type: none"> ○ Students will be able to take the knowledge that they have gained and manage their own lives.
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Stage 2 – Assessment Evidence

<p>Performance Task(s):</p> <ul style="list-style-type: none"> ● Through what authentic performance task(s) will students demonstrate the desired understandings? <ul style="list-style-type: none"> ○ Bloom's Taxonomy Level - Creating: <ul style="list-style-type: none"> ■ Task: create ○ Summative Assessment - Inspirational Poster ● By what criteria will "performances of understanding" be judged? <ul style="list-style-type: none"> ○ Can the student: <ul style="list-style-type: none"> ■ Include information for each area of the unit? ■ Does the student demonstrate understanding of key concepts? 	<p>Other Evidence:</p> <ul style="list-style-type: none"> ● Through what other evidence will students demonstrate achievement of the desired results? <ul style="list-style-type: none"> ○ N/A
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Stage 3 – Learning Plan

<p>Learning Activities:</p> <ul style="list-style-type: none"> ● Students will answer the following questions in their journals in order for them to begin
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thinking about the activity for the day. (5 minutes)

- What is my definition of self-management?
- On a scale of 1 to 5, 5 being I am very confident, how confident am I in utilizing self-management strategies?
- Students will then be introduced to the essential question of the day and the agenda. (1 minute)
- Group Discussion - The students will begin by sharing how their day/evening was prior to class. This group discussion will serve as a check-in for consistency. (5 minutes)
- Introduce the final assignment of the unit, the Inspirational Poster. (5 minutes)
- Individual Work Time - This time is used for students to research and work on their final project, their posters. (35 minutes)
- Group Wrap-up: Close the unit with a final group review of the concepts and reiterate assignment expectations. (5 minutes)

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