

The I See You Curriculum

Program Focuses	Social and Emotional Learning/Mental Health	# of Units / # of Weeks	5-units/20-weeks
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Curriculum Overview

Curriculum Narrative:

The purpose of The I SEE YOU Curriculum is to de-escalate stressors in classrooms to better support teachers and students. This will be done by:

- Learning the practice of trauma response
- Witnessing and participating in conflict resolution skill-building
- Leading circles and conversations on campus

Classroom Activities, Class Presentations, Small Groups, and Written Assessments will satisfy course requirements by enabling students to:

- Draw connections between a healthy lifestyle and a non-healthy lifestyle.
- Communicate methods, results, and interpretation using the vocabulary of trauma-informed individuals through professional/personal development.
- Use conflict resolution techniques to enhance the development of trauma-informed individuals through exploring and analyzing data, modeling, and leading circles.

Essential Questions: *What questions will guide and engage students during the teaching and learning of the practice?*

1. What is the importance of social and emotional learning to my development?
2. How do you respond to trauma and seek effective support?
3. How do you identify a healthy lifestyle and a non-healthy lifestyle?

Enduring Understandings: *Articulate what students should "revisit" over the course of their lifetimes in relationship to the content area.*

1. Knowledge on how to build healthy communities, increase social capital, de-escalate conflict and develop trauma responses, restore relationships and build social and emotional awareness.
2. Arguments are everywhere. Making an argument and supporting it with evidence is often the aim of education. Most things you will read, both here and in college, will not be pure facts. They might be a writer's interpretation of information and you will need to develop your own point of view on that material for your own position. Recognizing an author's argument is the first step in recognizing what it is they are trying to persuade you of. After this curriculum, you will want to make your own argument and use evidence to support it.
3. The principle of engagement suggests that the primary parties affected by mental health need support in developing trauma responses.

Common Core Standards: What will be taught in this curriculum from each relevant framework?	
Course- Comprehension and Collaboration:	
<u>CCSS.ELA-LITERACY.SL.7.1</u>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
<u>CCSS.ELA-LITERACY.SL.7.1.D</u>	Acknowledge new information expressed by others and, when warranted, modify their own views.
<u>CCSS.ELA-LITERACY.SL.9-10.4</u>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<u>CCSS.ELA-LITERACY.SL.9-10.1.C</u>	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
<u>CCSS.ELA-LITERACY.SL.11-12.1.B</u>	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
<u>CCSS.ELA-LITERACY.SL.11-12.1.D</u>	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
Course- Writing:	
<u>CCSS.ELA-LITERACY.W.7.1.C</u>	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
<u>CCSS.ELA-LITERACY.W.7.2</u>	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
<u>CCSS.ELA-LITERACY.W.7.2.D</u>	Use precise language and domain-specific vocabulary to inform about or explain the topic.
<u>CCSS.ELA-LITERACY.W.9-10.1.D</u>	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
<u>CCSS.ELA-LITERACY.W.9-10.10</u>	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<u>CCSS.ELA-LITERACY.W.11-12.1.B</u>	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

<u>CCSS.ELA-LITERACY.W.11-12.2.A</u>	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
Course-Reading Informational Text	
<u>CCSS.ELA-LITERACY.RL.7.3</u>	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
<u>CCSS.ELA-LITERACY.RL.7.4</u>	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
<u>CCSS.ELA-LITERACY.RL.9-10.2</u>	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
<u>CCSS.ELA-LITERACY.RL.9-10.7</u>	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
<u>CCSS.ELA-LITERACY.RL.11-12.3</u>	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
<u>CCSS.ELA-LITERACY.RL.11-12.7</u>	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Texts for Program

Resources
<ul style="list-style-type: none"> • Y.B.Normal? Journals and Assessments

Assessment Summary

Formative Assessments	Summative Assessments
What methods will you use to assess whether students are learning during the unit?	What methods will you use to assess whether students have learned the material at the conclusion of the unit?
<input type="checkbox"/> Weekly vocabulary quizzes <input type="checkbox"/> Daily exit tickets <input type="checkbox"/> Y.B.Normal? quizzes <input type="checkbox"/> Circle Participation <input type="checkbox"/> Feedback Survey's	<input type="checkbox"/> Y.B.Normal? Practice Unit Exams <input type="checkbox"/> Y.B.Normal? Presentations <input type="checkbox"/> Expression Essays <input type="checkbox"/> The Forgiveness Project <input type="checkbox"/> Circle Leading

Unit Summaries

	Objectives (SWBAT)	Standards/Common Core/ Skills	Key Vocabulary	Length of Unit/ Hours
Unit 1	SWBAT- understand the importance of developing self-awareness to respond to trauma.	CCSS.ELA-LITERACY.SL.7.1 CCSS.ELA-LITERACY.SL.9-10.4	Internal & External Self-Awareness Trauma Response Self-Reflection	4 lessons/4 hours
Unit 2	SWBAT- develop self-management skills to progress to a healthy lifestyle.	CCSS.ELA-LITERACY.W.7.1.C CCSS.ELA-LITERACY.W.9-10.1.D	Self-Management Empowerment Self-Sufficiency	4 lessons/4 hours
Unit 3	SWBAT- make responsible decisions by identifying non healthy choices.	CCSS.ELA-LITERACY.RI.7.4 CCSS.ELA-LITERACY.W.11-12.2.A	Collective Well-Being Social Morals Critical Thinking	4 lessons/4 hours
Unit 4	SWBAT- develop social awareness to build social capital and build proper relationships.	CCSS.ELA-LITERACY.W.9-10.10 CCSS.ELA-LITERACY.RI.11-12.7	Emotional Awareness Relationship Management Self-Awareness	4 lessons/4 hours
Unit 5	SWBAT- develop effective relationship skills.	CCSS.ELA-LITERACY.RI.7.3 CCSS.ELA-LITERACY.RI.11-12.7	Social Connection Communication Conflict Resolution	4 lessons/4 hours