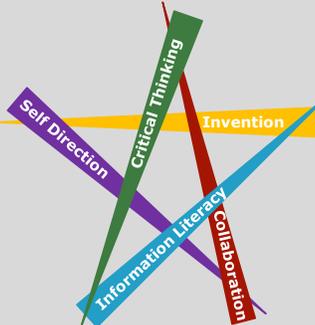
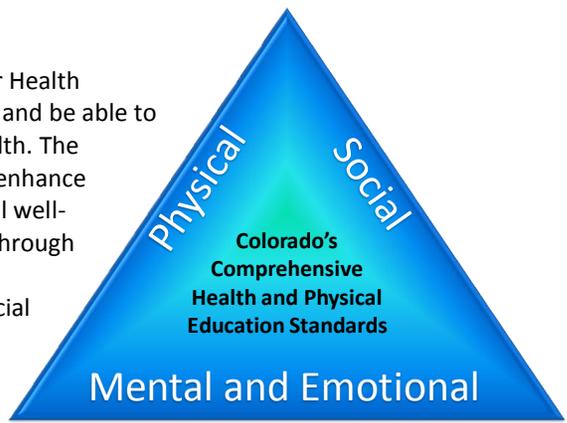




**Colorado Teacher-Authored Sample Instructional Unit**

<b>Content Area</b>	Comprehensive Health	<b>Grade Level</b>	1 <sup>st</sup> Grade
<b>Course Name/Course Code</b>			
<b>Standard</b>	<b>Grade Level Expectations (GLE)</b>	<b>GLE Code</b>	
2. Physical and Personal Wellness	1. Eating a variety of foods from the different food groups is vital to promote good health	CH09-GR.1-S.2-GLE.1	
	2. Demonstrate health enhancing behaviors to prevent unintentional injury or illness	CH09-GR.1-S.2-GLE.2	
3. Emotional and Social Wellness	1. Demonstrate how to express emotions in healthy ways	CH09-GR.1-S.3-GLE.1	
	2. Identify parents, guardians, and other trusted adults as resources for information about health	CH09-GR.1-S.3-GLE.1	
4. Prevention and Risk Management	1. Demonstrate strategies to avoid hazards in the home and community	CH09-GR.1-S.4-GLE.1	

<p align="center"><b>Colorado 21<sup>st</sup> Century Skills</b></p>  <p><b>Critical Thinking and Reasoning:</b> <i>Thinking Deeply, Thinking Differently</i></p> <p><b>Information Literacy:</b> <i>Untangling the Web</i></p> <p><b>Collaboration:</b> <i>Working Together, Learning Together</i></p> <p><b>Self-Direction:</b> <i>Own Your Learning</i></p> <p><b>Invention:</b> <i>Creating Solutions</i></p>	<p>The Colorado Academic Standards for Health describes what learners should know and be able to do as they develop proficiency in health. The utilization of knowledge and skills to enhance physical, mental, emotional and social well-being will be supported in each unit through the standard areas of Physical and Personal Wellness, Emotional and Social Wellness and Prevention and Risk Management.</p>	
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<b>Unit Titles</b>	<b>Length of Unit/Contact Hours</b>	<b>Unit Number/Sequence</b>
Express Myself	14 Weeks/4.0 Contact Hours (At teacher's discretion)	1

**Colorado Teacher-Authored Sample Instructional Unit**

<b>Unit Title</b>	Express Myself	<b>Length of Unit</b>	At teacher's discretion
<b>Focusing Lens(es)</b>	Communication	<b>Standards and Grade Level Expectations Addressed in this Unit</b>	CH09-GR.1-S.3-GLE.1, CH09-GR.1-S.3-GLE.2
<b>Inquiry Questions (Engaging-Debatable):</b>	<ul style="list-style-type: none"> <li>Why is it important to be a good listener and communicator? (CH09-GR.1-S.3-GLE.1-EO.c;IQ.2)</li> <li>How does a person control their feelings? (CH09-GR.1-S.3-GLE.1-EO.b;IQ.1)</li> </ul>		
<b>Unit Strands</b>	Emotional and Social Wellness		
<b>Concepts</b>	Communication, Resources, Problem-solving, Cooperation, Expression, Emotions, Skills		

<b>Generalizations</b> My students will <b>Understand</b> that...	<b>Guiding Questions</b>	
	<b>Factual</b>	<b>Conceptual</b>
Appropriate expression of emotions with others will improve communication, allow for problem-solving in a healthy way and develop lifelong skills. (CH09-GR.1-S.3-GLE.1-EO.f;N.1)	What are some different ways a person may express emotions? (CH09-GR.1-S.3-GLE.1-EO.a;RA.1)	When is it difficult to control your emotions? (CH09-GR.1-S.3-GLE.1-EO.a;RA.1) How do your parents solve a conflict if you and your siblings are upset with each other? (CH09-GR.1-S.3-GLE.1-EO.d)
Various resources such as parents or other trusted adults can provide problem-solving strategies to help a person to make more positive decisions. (CH09-GR.1-S.3-GLE.1-EO.f; S.3-GLE.2-EO.a.d)	Why should you ask an adult for help understanding health information? (CH09-GR.1-S.3-GLE.2-EO.a.d)	Who are your trusted adults? (CH09-GR.1-S.3-GLE.2-EO.a;IQ.1)
Effective listening skills aid positive communication. (CH09-GR.1-S.3-GLE.1-EO.c,d)	How can I show someone I am listening to them? (CH09-GR.1-S.3-GLE.1-EO.c;IQ.3)	How did you feel when someone was not listening to you?
Trusted adults are resources that help young people develop proper health care. (CH09-GR.1-S.3-GLE.2-EO.a,b)	How would a person demonstrate ways to ask for help from a trusted adult? (CH09-GR.1-S.3-GLE.2-EO.b)	Who are your trusted adults?

**Colorado Teacher-Authored Sample Instructional Unit**

<b>Critical Content:</b> <b>My students will Know...</b>	<b>Key Skills:</b> <b>My students will be able to (Do)...</b>
<ul style="list-style-type: none"> <li>• Various expressions of emotions (CH09-GR.1-S.3-GLE.1-EO.a;RA.1;N.1)</li> <li>• Appropriate expressions of feelings and emotions. (CH09-GR.1-S.3-GLE.1-EO.b;IQ.1;RA.1;N.1)</li> <li>• Effective listening skills. (CH09-GR.1-S.3-GLE.1-EO.c;IQ.2,3)</li> <li>• Examples of polite and empathetic responses. (CH09-GR.1-S.3-GLE.1-EO.d;N.1)</li> <li>• Skills of cooperation and sharing with others (CH09-GR.1-S.3-GLE.1-EO.e;RA.2;N.1)</li> <li>• Problem-solving strategies. (CH09-GR.1-S.3-GLE.1-EO.f;N.1)</li> <li>• Trusted adults in their school, home, and community (CH09-GR.1-S.3-GLE.2-EO.a;IQ.1;RA.1;N.1)</li> <li>• Various health care providers in the community. (CH09-GR.1-S.3-GLE.2-EO.b;IQ.2;RA.1;N.1)</li> <li>• Communication skills (CH09-GR.1-S.3-GLE.2-EO.d;IQ.1,2;RA.1;N.1)</li> </ul>	<ul style="list-style-type: none"> <li>• Determine identifying factors of various emotions. (CH09-GR.1-S.3-GLE.1-EO.a-RA.1;N.1)</li> <li>• Express emotions and feelings in ways that are appropriate to the situation. (CH09-GR.1-S.3-GLE.1-EO.b;IQ.1;RA.1;N.1)</li> <li>• Manage emotions and feelings in a healthy matter. (CH09-GR.1-S.3-GLE.1-EO.b;IQ.1;RA.1;N.1)</li> <li>• Listen effectively to the speaker. (CH09-GR.1-S.3-GLE.1-EO.c;IQ.2,3)</li> <li>• Respond politely and empathetically in many situations. (CH09-GR.1-S.3-GLE.1-EO.d;N.1)</li> <li>• Share and cooperate with other students, teachers, and family members. (CH09-GR.1-S.3-GLE.1-EO.e;RA.2;N.1)</li> <li>• Solve problems appropriately for a given situation. (CH09-GR.1-S.3-GLE.1-EO.f;N.1)</li> <li>• Use problem-solving skills when faced with a difficult choice. (CH09-GR.1-S.3-GLE.1-EO.f;N.1)</li> <li>• Identify trusted adults at home, school, and in the community. (CH09-GR.1-S.3-GLE.2-EO.a;IQ.1;RA.1;N.1)</li> <li>• Determine health care providers in the community who they can talk to. (CH09-GR.1-S.3-GLE.2-EO.b;IQ.2;RA.1;N.1)</li> <li>• Discuss feelings with trusted adults and parents. (CH09-GR.1-S.3-GLE.2-EO.c;RA.1;N.1)</li> </ul>

<p><b>Critical Language:</b> 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><b>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</b></p>	<p><i>Trusted adults will help me develop strategies for positive listening skills and problem solving techniques to improve communication with others.</i></p>
<p><b>Academic Vocabulary:</b></p>	<p>Emotions, Feelings, Polite, Cooperation, Communication, Expressions, Resources</p>
<p><b>Technical Vocabulary:</b></p>	<p>Listening Skills, Health Care Providers, Health Information, Problem-solving</p>

**Colorado Teacher-Authored Sample Instructional Unit**

<b>Unit Description:</b>	This unit uses listening skills and appropriate expression of emotions to help students develop their understanding of healthy and positive communication skills and problem solving strategies. Through the examination of both verbal and non-verbal communication and examples of polite and empathetic responses, students will actively explore various forms of communication. The unit culminates with students creating a poster project that depicts a problem and solution using problem solving strategies they have learned though out the unit. The ongoing learning experiences center around role-playing as a means to scaffold and equip students with lifelong skills.
<b>Considerations:</b>	Most, if not all first grade students should have a working knowledge of listening skills and various types of emotions. However, it cannot be presumed that all first graders have well developed verbal or non-verbal communication skills that will allow them to be able to problem solve in healthy ways. This unit is designed to use peers and the school environment to explore opportunities to develop healthy and positive communication skills and problem solving strategies.
<b>Unit Generalizations</b>	
<b>Key Generalization:</b>	Appropriate expression of emotions with others will improve communication, allow for problem-solving in a healthy way and develop lifelong skills
<b>Supporting Generalizations:</b>	Various resources such as parents or other trusted adults can provide problem-solving strategies to help a person to make more positive decisions
	Effective listening skills aid positive communication
	Trusted adults are resources that help young people develop proper health care

<b>Performance Assessment: <i>The capstone/summative assessment for this unit.</i></b>	
<b>Claims:</b> (Key generalization(s) to be mastered and demonstrated through the capstone assessment.)	Appropriate expression of emotions with others will improve communication, allow for problem-solving in a healthy way and develop lifelong skills.
<b>Stimulus Material:</b> (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)	As a children’s book author, you will create an illustration (e.g., poster, storybook, picture book) that portrays a positive solution to a common conflict or problem by using teacher generated scenarios. The illustration must include positive verbal and non-verbal communication and appropriate expression of emotions. (e.g., Simple Descriptive Words, Facial expressions, Body Language, Eye Contact) Groups will present their illustrations to their peers. As part of your presentation, you will be responsible for engaging the audience in analyzing the problem and solution in a healthy manner by asking the audience the following three questions. <ol style="list-style-type: none"> <li>1. What are some ways the person expressed emotion?</li> <li>2. How was this solution a positive way to solve the problem?</li> <li>3. Was verbal or non-verbal communication a more effective strategy to solve the problem? Support your answer by looking back at the picture.</li> </ol>
<b>Product/Evidence:</b> (Expected product from students)	Students will work in purposeful heterogeneous groups to produce a (children’s storybook, picture book or poster) and create a split scenario illustration so one part depicts the problem and the other part depicts the solution using examples of verbal and non-verbal communication. The solution must display a positive approach. The presentation should include simple descriptive words, facial expressions, eye contact, and body language.
<b>Differentiation:</b> (Multiple modes for student expression)	Various tasks/roles - Writer, Artist, Colorist, Presenter(s), Director Alternative activity –Oral presentation or one on one discussion with teacher Extension -Option to include adult/peer mediator, community resources within the solution

**Colorado Teacher-Authored Sample Instructional Unit**

<b>Texts for independent reading or for class read aloud to support the content</b>	
<b>Informational/Non-Fiction</b>	<b>Fiction</b>
<p><i>If You Had to Choose, What Would You Do?</i> – by Sandra McLeod Humphrey (25 scenarios for decision making) (Lexile range 300)</p> <p><i>What Should I Do? Making Good Decisions</i> – by John Burstein (Making good decisions) (Lexile level 660)</p> <p><i>Can We Get Along? Dealing With Differences</i> – by John Burstein (Decision Making) (Lexile range 300)</p> <p><i>Speak Up! Communicating Confidently</i> – by John Burstein (Effective Communication) (Lexile level 700)</p> <p><i>I Want It!</i> -by Elizabeth Crary (Lexile range 300)</p> <p><i>Talk and Work It Out</i> - by Cheri J. Meiners</p> <p><i>No, It's Mine</i> – by Shimrit Nothman, Lior Misrachi, Bushra Owais</p> <p><i>Give It Back</i> - by Shimrit Nothman, Lior Misrachi, Bushra Owais Howard Binkow (Lexile Level 500)</p> <p><i>Helpers in My Community</i> – by Bobby Kalman (Lexile level 590)</p> <p><i>Community Workers Activities: A Kid Pix Activity Kit, Ages 5-9- Teacher Created Materials (Computer Activities) (Lexile range 300-700)</i></p>	<p><i>Weekend with Wendell</i> - by Kevin Henkes, (Lexile level 510)</p> <p><i>The Quarreling Book</i> - by Charlotte Zolotow, (Lexile level 870)</p> <p><i>Thump and Plunk</i> - by Janice Udry, (Lexile level 210)</p> <p><i>The Unfriendly Book</i> - by Charlotte Zolotow. (Lexile range 300)</p> <p><i>Howard B Wigglebottom Learns to Listen</i> - Book by Howard Binkow (Picture Book, Lexile Level 460)</p> <p><i>Listen, Buddy-</i> Book by Helen Lester (Lexile Level 520)</p> <p><i>Howard B Learns It's Okay to Back Away: A Story About Managing Anger</i> - Book by Howard Binkow (Lexile Level 500)</p> <p><i>Listening Lotto: Nursery Rhymes: Develop Listening Skills and Learn Some Wonderful Traditional Nursery Rhymes</i> –Game by Key Education Publishing (Lexile range 300)</p>

<b>Ongoing Discipline-Specific Learning Experiences</b>				
1.	Description:	Think and work like a health advocate- developing positive verbal and non-verbal communication skills	Teacher Resources:	<a href="http://www.teachingchannel.org">http://www.teachingchannel.org</a> (Developing Communication Skills in the Elementary Classroom) <a href="http://www.natcom.org">http://www.natcom.org</a> (Communication skills training for elementary school students)
			Student Resources:	<a href="http://www.eduplace.com/graphicorganizer/pdf/4column.pdf">http://www.eduplace.com/graphicorganizer/pdf/4column.pdf</a> (Four column chart)
	Skills:	Develop strong communication skills to solve problems appropriately for a given situation	Assessment:	Students will write a daily journal entry throughout the unit to describe a situation, communication skill used and the outcome with a peer, teacher or parent (eg. graphic organizer)
2.	Description:	Think and work like a health advocate- to express emotions and feelings in ways that are appropriate to the situation	Teacher Resources:	<a href="http://www.ehow.com/how_5139498_teach-preschool-children-emotions-feelings.html">http://www.ehow.com/how_5139498_teach-preschool-children-emotions-feelings.html</a> (Teaching children about emotions and feelings)
			Student Resources:	<a href="http://feelingfacescards.com">http://feelingfacescards.com</a> (Feeling faces stickers for posters)
	Skills:	Develop strong communication skills to express emotions in a healthy manner	Assessment:	Students will use feeling faces stickers to place on the word wall at various times a day to express their emotions (e.g., first thing in the morning, after lunch, end of the school day, after recess, etc)

**Colorado Teacher-Authored Sample Instructional Unit**

**Prior Knowledge and Experiences**

The learning experiences build upon a presumed (student) working knowledge of concepts such as active listening and sharing ideas. This unit will continue to develop the skills of positive communication and positive expressions of emotions.

**Learning Experience # 1**

The teacher may introduce various forms of communication so students can begin to recognize why communication is important in their own lives.

<b>Generalization Connection(s):</b>	Appropriate expression of emotions with others will improve communication, allow for problem-solving in a healthy way and develop lifelong skills	
<b>Teacher Resources:</b>	<a href="http://www.zerotothree.org/early-care-education/early-language-literacy/communication-skills.html">http://www.zerotothree.org/early-care-education/early-language-literacy/communication-skills.html</a> (Website on supporting communication in children) <a href="http://www.education.com/reference/article/effective-parent-child-communication/">http://www.education.com/reference/article/effective-parent-child-communication/</a> (Website on effective ways of communication) <a href="http://www.teachingchannel.org">http://www.teachingchannel.org</a> (Developing Communication Skills in the Elementary Classroom) <a href="http://www.natcom.org">http://www.natcom.org</a> (Communication skills training for elementary school students) <a href="http://www.everydaylife.globalpost.com">http://www.everydaylife.globalpost.com</a> (Games to improve listening skills for elementary students) <a href="http://www.eduplace.com/graphicorganizer/pdf/wheel_eng.pdf">http://www.eduplace.com/graphicorganizer/pdf/wheel_eng.pdf</a> (Wheel graphic organizer with topic at the center)	
<b>Student Resources:</b>	<i>Making Friends is an Art</i> – by Julia Cook <i>Thanks For the Feedback – Best Me I Can Be</i> - by Julia Cook <i>Sorry I Forgot To Ask! : My Story About Asking Permission and Making an Apology</i> - by Julia Cook	
<b>Assessment:</b>	Students will use a graphic organizer to generate a response depicting different ways they communicate in their daily lives (e.g., written, verbal, or picture). <a href="http://www.eduplace.com/graphicorganizer/pdf/wheel_eng.pdf">http://www.eduplace.com/graphicorganizer/pdf/wheel_eng.pdf</a> (Wheel graphic organizer with topic at the center)	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	<a href="http://www.eduplace.com/graphicorganizer/pdf/wheel_eng.pdf">http://www.eduplace.com/graphicorganizer/pdf/wheel_eng.pdf</a> (Wheel graphic organizer with topic at the center)	Students may orally summarize to the teacher two examples of ways they communicate in their daily lives (e.g., with friends, parents teachers) Students may use a visual explanation
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	The teacher may provide key words as a starting point for discussion/prompting, if needed	Students may create a visual collage <a href="http://www.shutterstock.com/cat.mhtml?searchterm=verbal+communication&amp;search_group=&amp;lang=en&amp;search_source=search_form">http://www.shutterstock.com/cat.mhtml?searchterm=verbal+communication&amp;search_group=&amp;lang=en&amp;search_source=search_form</a> (Images of communications) of different types of communication and provide an example of when each type of communication may be used most appropriately (e.g., poster, word wall)

**Colorado Teacher-Authored Sample Instructional Unit**

<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• Communication skills</li> <li>• Effective listening skills</li> </ul>
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Listen effectively to the speaker</li> </ul>
<b>Critical Language:</b>	Communication, listening skills

**Learning Experience # 2**

The teacher may provide students with examples of verbal communication (e.g., word choice, politeness, tone, empathy) so students can make connections to how some negative communications impact others.

<b>Generalization Connection(s):</b>	Appropriate expression of emotions with others will improve communication, allow for problem-solving in a healthy way and develop lifelong skills	
<b>Teacher Resources:</b>	<i>Owie-Cadabra's Verbal First Aid for Kids: A Somewhat Magical Way to Help Heal Yourself and Your Friends</i> – Book by Judith Simon Prager <a href="http://www.buzzle.com/articles/communication-skills-activities.html">www.buzzle.com/articles/communication-skills-activities.html</a> (Communication skills activities) <a href="http://creation.com/communication-fundamentals-10-fun-ways-to-teach-children-effective-communication-skills">http://creation.com/communication-fundamentals-10-fun-ways-to-teach-children-effective-communication-skills</a> (Communication activities) <a href="http://colegacy.org/resource/bullying-prevention-best-practices">http://colegacy.org/resource/bullying-prevention-best-practices</a> (Tips for teachers, parents and students to improve school climate and culture through a social, emotional and mental health approach) <a href="http://www.teachingchannel.org">http://www.teachingchannel.org</a> (Developing Communication Skills in the Elementary Classroom) <a href="http://www.natcom.org">http://www.natcom.org</a> (Communication skills training for elementary school students) <a href="http://www.everydaylife.globalpost.com">http://www.everydaylife.globalpost.com</a> (Games to improve listening skills for elementary students) <a href="http://www.eduplace.com/graphicorganizer">www.eduplace.com/graphicorganizer</a> (Examples of T-charts)	
<b>Student Resources:</b>	<i>I Just Don't Like the Sound of No!</i> - by Julia Cook <i>Tattle Tongue</i> – by Julia Cook <i>My Mouth is a Volcano</i> – by Julia Cook <i>Lacy Walker-Non-stop Talker</i> – by Christianne C. Jones <i>What If Everybody Did That?</i> – by Ellen Javernick	
<b>Assessment:</b>	Students will complete a T chart with 3 examples of negative communication skills and examples of when they have used each skill (e.g., <a href="http://www.enchantedlearning.com/graphicorganizers/pmi/">http://www.enchantedlearning.com/graphicorganizers/pmi/</a> )	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	<a href="http://www.eduplace.com/graphicorganizer">www.eduplace.com/graphicorganizer</a> (Example of T-charts)	Students may complete a T-chart by drawing pictures or using pictures from magazines
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	Students may use examples from their T-charts to create posters that highlight negative forms of communication

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<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• Communication skills</li> </ul>
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Express emotions and feelings in ways that are appropriate to the situation</li> <li>• Respond politely and empathetically in many situations</li> </ul>
<b>Critical Language:</b>	Communication, tone, empathy, politeness, word choice

**Learning Experience # 3**

The teacher may demonstrate various examples of non-verbal communication so students can begin to consider how different communications may create a variety of responses.

<b>Generalization Connection(s):</b>	Appropriate expression of emotions with others will improve communication, allow for problem-solving in a healthy way and develop lifelong skills
<b>Teacher Resources:</b>	<p><a href="http://homework.answers.com/study-methods/8-games-to-help-you-practice-nonverbal-communication-at-home-with-family-and-friends">http://homework.answers.com/study-methods/8-games-to-help-you-practice-nonverbal-communication-at-home-with-family-and-friends</a> (Games to Help You Practice Nonverbal Communication at Home with Family and Friends)</p> <p><i>The Classroom X-Factor: The Power of Body Language and Non-Verbal Communication in Teaching</i> – Book by John White</p> <p><a href="http://www.teachingchannel.org/videos/teaching-non-verbal-communication">www.teachingchannel.org/videos/teaching-non-verbal-communication</a> (Video showing how non-verbal communication can be taught through movement and dance.)</p> <p><a href="http://colegacy.org/resource/bullying-prevention-best-practices">http://colegacy.org/resource/bullying-prevention-best-practices</a> (Tips for teachers, parents and students to improve school climate and culture through a social, emotional and mental health approach)</p> <p><a href="http://www.skillsyouneed.com">http://www.skillsyouneed.com</a> (Communication Skills strategies)</p> <p><a href="http://lifehacker.com/5901468/use-this-body-language-cheat-sheet-to-decode-common-non+verbal-cues">http://lifehacker.com/5901468/use-this-body-language-cheat-sheet-to-decode-common-non+verbal-cues</a> (Facial and body language cues)</p> <p><a href="http://center-for-nonverbal-studies.org/6101.html">http://center-for-nonverbal-studies.org/6101.html</a> (Non-verbal dictionary)</p> <p><a href="http://www.wikihow.com/Read-Body-Language">http://www.wikihow.com/Read-Body-Language</a> (A how-to guide for body language)</p> <p><a href="http://www.shutterstock.com/cat.mhtml?searchterm=body+language&amp;search_group=&amp;lang=en&amp;search_source=search_form">http://www.shutterstock.com/cat.mhtml?searchterm=body+language&amp;search_group=&amp;lang=en&amp;search_source=search_form</a> (Images of body language)</p> <p><a href="http://www.abcteach.com/free/p/port_26pt_line_story.pdf">http://www.abcteach.com/free/p/port_26pt_line_story.pdf</a> (Blank, lined paper with room to write and visually document the stories told in the scenarios)</p> <p><a href="http://www.enchantedlearning.com/graphicorganizers">www.enchantedlearning.com/graphicorganizers</a> (Story frame graphic organizer)</p>
<b>Student Resources:</b>	<p><i>Weekend with Wendell</i> - by Kevin Henkes,</p> <p><i>The Quarreling Book</i> - by Charlotte Zolotow,</p> <p><i>Thump and Plunk</i> - by Janice Udry,</p> <p><i>The Unfriendly Book</i> - by Charlotte Zolotow.</p>
<b>Assessment:</b>	Students will work with a partner to create a non-verbal scenario that uses body language and facial expressions only, to tell a story. Classmates will analyze and document the story that was told. <a href="http://www.abcteach.com/free/p/port_26pt_line_story.pdf">http://www.abcteach.com/free/p/port_26pt_line_story.pdf</a> (Blank, lined paper with room to write and visually document the stories told in the scenarios)

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<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	<a href="http://www.abcteach.com/free/p/port_26pt_line_story.pdf">http://www.abcteach.com/free/p/port_26pt_line_story.pdf</a> (Blank, lined paper with room to write and visually document the stories told in the scenarios)	Students may illustrate and/or dictate the story from the scenario to a peer or teacher
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	<a href="http://www.enchantedlearning.com/graphicorganizers">www.enchantedlearning.com/graphicorganizers</a> (Story frame graphic organizer)	Students may write a short story in which they describe a situation when they have had to use non-verbal communication
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• Various expressions of emotions</li> <li>• Appropriate expressions of feelings and emotions</li> <li>• Examples of polite and empathetic responses</li> <li>• Communication skills</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Express emotions and feelings in ways that are appropriate to the situation</li> <li>• Manage emotions and feelings in a healthy matter</li> <li>• Respond politely and empathetically in many situations</li> </ul>	
<b>Critical Language:</b>	Emotions, feelings, polite, communication, non-verbal	

<b>Learning Experience # 4</b>	
The teacher may design activities that promote effective listening skills (e.g., telephone, Follow the Leader, books on tape/CD, Simon Says) so students can understand how these focused activities can be transferred to lifelong experiences.	
<b>Generalization Connection(s):</b>	Effective listening skills aid positive communication
<b>Teacher Resources:</b>	<p><i>The Worst Day of My Life Ever</i> – Book by Julia Cook (24 games and activities that promote good listening)</p> <p><a href="http://www.trainingzone.co.uk/topic/trainers-tips-active-listening-exercises/143120">http://www.trainingzone.co.uk/topic/trainers-tips-active-listening-exercises/143120</a> (Listening exercises)</p> <p><a href="http://www.littleonesreadingresource.com/teaching-children-listening-skills.html">http://www.littleonesreadingresource.com/teaching-children-listening-skills.html</a> (Relationship between read aloud and listening skills)</p> <p><a href="http://busyteacher.org/14387-how-to-improve-listening-skills-8-activities.html">http://busyteacher.org/14387-how-to-improve-listening-skills-8-activities.html</a> (Listening skill activities)</p> <p><a href="http://colegacy.org/resource/bullying-prevention-best-practices">http://colegacy.org/resource/bullying-prevention-best-practices</a> (Tips for teachers, parents and students to improve school climate and culture through a social, emotional and mental health approach)</p> <p><a href="http://www.enchantedlearning.com/graphicorganizers">www.enchantedlearning.com/graphicorganizers</a> (Story frame graphic organizer)</p>
<b>Student Resources:</b>	<p><i>Howard B Wigglebottom Learns to Listen</i> - Book by Howard Binkow (Picture Book)</p> <p><i>Listen, Buddy-</i> Book by Helen Lester (Being a good listener)</p> <p><i>Listening Lotto: Nursery Rhymes: Develop Listening Skills and Learn Some Wonderful Traditional Nursery Rhymes</i> –Game by Key Education Publishing</p> <p><a href="http://www.enchantedlearning.com/graphicorganizers">www.enchantedlearning.com/graphicorganizers</a> (Story frame graphic organizer)</p>

**Colorado Teacher-Authored Sample Instructional Unit**

<b>Assessment:</b>	Students will engage in a listening activity provided by the teacher (e.g., telephone, Follow the Leader, books on tape/CD, Simon Says) and write a brief description of what they heard during that activity	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	<a href="http://www.enchantedlearning.com/graphicorganizers">www.enchantedlearning.com/graphicorganizers</a> (Story frame graphic organizer)	Students may work with another student to orally describe what they heard during the activity Students may with another student to use a graphic organizer and describe what they heard during the activity
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	<a href="http://www.trainingzone.co.uk/topic/trainers-tips-active-listening-exercises/143120">http://www.trainingzone.co.uk/topic/trainers-tips-active-listening-exercises/143120</a> (Listening exercises)	Students may participate in different listening activities with varied levels of complexity (Training zone website)
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• Effective listening skills</li> <li>• Examples of polite and empathetic responses</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Listen effectively to the speaker</li> <li>• Respond politely and empathetically in many situations</li> </ul>	
<b>Critical Language:</b>	Polite, listening skills	

<b>Learning Experience # 5</b>		
The teacher may demonstrate various expressions of emotions so the students can connect specific expressions to their own possible emotions.		
<b>Generalization Connection(s):</b>	Appropriate expression of emotions with others will improve communication, allow for problem-solving in a healthy way and develop lifelong skills	
<b>Teacher Resources:</b>	<a href="http://www.communications4all.co.uk/http/allaboutme.htm">http://www.communications4all.co.uk/http/allaboutme.htm</a> (Interactive white board - Pictures of emotions, plus choosing emotion game) <a href="http://www.scholastic.com/parents/resources/article/social-emotionalskills/10-activities-2-encourage-self-expression">http://www.scholastic.com/parents/resources/article/social-emotionalskills/10-activities-2-encourage-self-expression</a> (Activities to encourage self-expression in and out of the classroom) <a href="http://www.abundantmama.com/5-family-activities-2-express-emotions">http://www.abundantmama.com/5-family-activities-2-express-emotions</a> (Emotion expression activities that can be used at home or at school) <a href="http://www.babble.com/toddler/10-toddler-books-about-feelings/">http://www.babble.com/toddler/10-toddler-books-about-feelings/</a> (Picture books that can be used by the teacher or students) <a href="http://colegacy.org/resource/bullying-prevention-best-practices">http://colegacy.org/resource/bullying-prevention-best-practices</a> (Tips for teachers, parents and students to improve school climate and culture through a social, emotional and mental health approach) <a href="http://www.rmc.org">http://www.rmc.org</a> (Enter "Emotions" in the search engine for a list of books, journals, activities and more resources) <a href="http://www.youtube.com/watch?v=sTziMz8ukSg">http://www.youtube.com/watch?v=sTziMz8ukSg</a> (Sesame Street: Emotions With Margaret Cho) <a href="http://www.youtube.com/watch?v=zEk48QQSPo4">http://www.youtube.com/watch?v=zEk48QQSPo4</a> (Learn Emotions!) <a href="http://www.youtube.com/watch?v=eQVR-LSja68">http://www.youtube.com/watch?v=eQVR-LSja68</a> (Walt Disney – Donald Duck – Self Control)	

**Colorado Teacher-Authored Sample Instructional Unit**

<b>Student Resources:</b>	<a href="http://www.babble.com/toddler/10-toddler-books-about-feelings/">http://www.babble.com/toddler/10-toddler-books-about-feelings/</a> (Picture books that can be used by the teacher or students)	
<b>Assessment:</b>	Students will view illustrations of various expressions to analyze possible emotions that are being conveyed. (e.g., pair-share)	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	Students may create a visual depiction of two different emotions based on the expressions provided by the teacher Students may orally describe to peer or teacher two different emotions based on the expressions provided by the teacher
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	Students may create a collage of both positive and negative expressions and identify the emotions being expressed
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• Various expressions of emotions</li> <li>• Appropriate expressions of feelings and emotions</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Determine identifying factors of various emotions</li> <li>• Express emotions and feelings in ways that are appropriate to the situation</li> <li>• Manage emotions and feelings in a healthy matter</li> </ul>	
<b>Critical Language:</b>	Emotions, feelings, expressions, communication	

<b>Learning Experience # 6</b>	
The teacher may provide examples that illustrate kids having to make difficult decisions so students can begin to analyze positive versus negative decisions.	
<b>Generalization Connection(s):</b>	Various resources such as parents or other trusted adults can provide problem-solving strategies to help a person to make more positive decisions
<b>Teacher Resources:</b>	<i>If You Had to Choose, What Would You Do?</i> – Books by Sandra McLeod Humphrey (25 scenarios for decision making) <i>What Should I Do? Making Good Decisions</i> – Books by John Burstein (Making good decisions) <i>Can We Get Along? Dealing With Differences</i> – Books by John Burstein (Decision Making) <i>Speak Up! Communicating Confidently</i> – Books by John Burstein (Effective Communication) <a href="http://colegacy.org/resource/bullying-prevention-best-practices">http://colegacy.org/resource/bullying-prevention-best-practices</a> (Tips for teachers, parents and students to improve school climate and culture through a social, emotional and mental health approach)
<b>Student Resources:</b>	<i>If You Had to Choose, What Would You Do?</i> – Books by Sandra McLeod Humphrey (25 scenarios for decision making) <i>What Should I Do? Making Good Decisions</i> – Books by John Burstein (Making good decisions) <i>Can We Get Along? Dealing With Differences</i> – Books by John Burstein (Decision Making) <i>Speak Up! Communicating Confidently</i> – Books by John Burstein (Effective Communication)

**Colorado Teacher-Authored Sample Instructional Unit**

<b>Assessment:</b>	Students will compare and contrast various peer decision-making scenarios to determine which are positive vs. negative decisions (e.g., pictures, books of people making choices, computer images, videos, songs). <a href="http://www.eisd.net/cms/lib04/TX01001208/Centricity/Domain/599/DoubleBubbleMap.pdf">http://www.eisd.net/cms/lib04/TX01001208/Centricity/Domain/599/DoubleBubbleMap.pdf</a> (Thinking map for comparing and contrasting)	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	Students may use “Thumbs up-Thumbs Down” or “Stand Up-Sit Down” to show whether a decision is positive or negative
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	<a href="http://www.eisd.net/cms/lib04/TX01001208/Centricity/Domain/599/DoubleBubbleMap.pdf">http://www.eisd.net/cms/lib04/TX01001208/Centricity/Domain/599/DoubleBubbleMap.pdf</a> (Thinking map for comparing and contrasting)	Students may create one positive decision-making scenario and one negative-making scenario
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• Skills of cooperation and sharing with others</li> <li>• Problem-solving strategies</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Share and cooperate with other students, teachers, and family members</li> <li>• Solve problems appropriately for a given situation</li> <li>• Use problem-solving skills when faced with a difficult choice</li> </ul>	
<b>Critical Language:</b>	Cooperation, negative, positive, decision-making, compare, contrast	

<b>Learning Experience # 7</b>	
The teacher may define problem solving so students can begin brainstorming about a specific situation in their life when they have had to use problem solving skills (e.g., an argument with a friend/sibling, choice about following a parent’s rule).	
<b>Generalization Connection(s):</b>	Appropriate expression of emotions with others will improve communication, allow for problem-solving in a healthy way and develop lifelong skills
<b>Teacher Resources:</b>	<a href="http://colegacy.org/resource/bullying-prevention-best-practices">http://colegacy.org/resource/bullying-prevention-best-practices</a> (Tips for teachers, parents and students to improve school climate and culture through a social, emotional and mental health approach) <i>How to Make and Keep Friends: Tips for Kids to Overcome 50 Common Social Challenges</i> - by Nadine Briggs (Problem-solving between friends) <i>Conflict Resolution, Kindergarten-Grade 1: Positive Actions</i> - by Martha Kendall (Strategies, role plays, useful dialogue)
<b>Student Resources:</b>	<i>I Want It!</i> - Book by Elizabeth Crary (Problem-solving among kids) <i>Talk and Work It Out</i> - Book by Cheri J. Meiners (Problem-solving among kids) <i>No, It’s Mine</i> – Book by Shimrit Nothman, Lior Misrachi, Bushra Owais (Problem-solving among kids) <i>Give It Back</i> - Book by Shimrit Nothman, Lior Misrachi, Bushra Owais (Problem-solving among kids)

**Colorado Teacher-Authored Sample Instructional Unit**

<b>Assessment:</b>	Students will create possible problem solving steps that could be used in a (teacher-selected peer scenario) that would provide a resolution. (e.g., graphic organizer <a href="http://www.enchantedlearning.com/graphicorganizers">www.enchantedlearning.com/graphicorganizers</a> (Story frame graphic organizer; poster)	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	<a href="http://www.enchantedlearning.com/graphicorganizers">www.enchantedlearning.com/graphicorganizers</a> (Story frame graphic organizer)	Students may work with a peer using a graphic organizer to develop the problem solving steps Students may orally present the problem-solving steps to a peer or teacher
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	<a href="http://www.buzzle.com/articles/problem-solving-activities-for-kids.html">http://www.buzzle.com/articles/problem-solving-activities-for-kids.html</a> (Teachers will select problem-solving activities)	Students may act out a teacher-selected scenario and demonstrate the problem-solving steps they would use to provide resolution to the situation
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• Skills of cooperation and sharing with others</li> <li>• Problem-solving strategies.</li> <li>• Communication skills</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Share and cooperate with other students, teachers, and family members</li> <li>• Solve problems appropriately for a given situation</li> <li>• Use problem-solving skills when faced with a difficult choice</li> </ul>	
<b>Critical Language:</b>	Cooperation, communication, problem-solving, resolution	

<b>Learning Experience # 8</b>	
The teacher may share various problem-solving strategies so students can begin to understand the importance of team-building.	
<b>Generalization Connection(s):</b>	Various resources such as parents or other trusted adults can provide problem-solving strategies to help a person to make more positive decisions
<b>Teacher Resources:</b>	<a href="http://colegacy.org/resource/bullying-prevention-best-practices">http://colegacy.org/resource/bullying-prevention-best-practices</a> (Tips for teachers, parents and students to improve school climate and culture through a social, emotional and mental health approach) <i>How to Make and Keep Friends: Tips for Kids to Overcome 50 Common Social Challenges</i> - Book by Nadine Briggs <i>Conflict Resolution, Kindergarten-Grade 1: Positive Actions</i> - Book by Martha Kendall (Strategies, role plays, useful dialogue) <a href="http://ethemes.missouri.edu/themes/1045-team">http://ethemes.missouri.edu/themes/1045-team</a> building activities; <a href="http://everydaylife.globalpost.com/noncompetitive-teambuilding-activities-elementary-school-students-33381.html">http://everydaylife.globalpost.com/noncompetitive-teambuilding-activities-elementary-school-students-33381.html</a> - team builders)
<b>Student Resources:</b>	<i>I Want It!</i> - Book by Elizabeth Crary (Problem-solving among kids) <i>Talk and Work It Out</i> - Book by Cheri J. Meiners (Communication and team building) <i>No, It's Mine</i> – Book by Shimrit Nothman, Lior Misrachi, Bushra Owais (Problem-solving among kids) <i>Give It Back</i> - Book by Shimrit Nothman, Lior Misrachi, Bushra Owais (Problem-solving among kids)

**Colorado Teacher-Authored Sample Instructional Unit**

<b>Assessment:</b>	Students will work with a small group in a team building activity and using a teacher-selected task (e.g., building a bridge, obstacle course, and relay races) to problem-solve and complete the task. ( <a href="http://ethemes.missouri.edu/themes/1045-team">http://ethemes.missouri.edu/themes/1045-team</a> building activities; <a href="http://everydaylife.globalpost.com/noncompetitive-teambuilding-activities-elementary-school-students-33381.html">http://everydaylife.globalpost.com/noncompetitive-teambuilding-activities-elementary-school-students-33381.html</a> - team builders)	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	The teacher may decrease the number or complexity of the problems/activity The teacher may form groups that are varied in size and ability based on need	Students may work in groups of varied size and ability depending on need to problem-solve and complete a team building activity Students may write or draw pictures identifying the appropriate solution for a given problem
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	The teacher may provide limited resources in order for groups to solve a given task The teacher may increase the complexity of the problem/task	Students may use a more complex task and limited resources to problem-solve with the group to complete the team activity
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• Skills of cooperation and sharing with others</li> <li>• Problem-solving strategies</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Share and cooperate with other students, teachers, and family members</li> <li>• Solve problems appropriately for a given situation</li> <li>• Use problem-solving skills when faced with a difficult choice.</li> </ul>	
<b>Critical Language:</b>	Cooperation, problem-solving, team building	

<b>Learning Experience # 9</b>	
The teacher may provide examples of trusted adults/peers to be used for problem solving so students can evaluate the support in their own life.	
<b>Generalization Connection(s):</b>	Various resources such as parents or other trusted adults can provide problem-solving strategies to help a person to make more positive decisions
<b>Teacher Resources:</b>	<a href="http://www.mariadismondy.com/2012/9/books-that-teach-trust">http://www.mariadismondy.com/2012/9/books-that-teach-trust</a> (Picture books that teach children about trust and trusted adults) <a href="http://colegacy.org/resource/bullying-prevention-best-practices">http://colegacy.org/resource/bullying-prevention-best-practices</a> (Tips for teachers, parents and students to improve school climate and culture through a social, emotional and mental health approach) <a href="http://www.cfid.net/dept2/curricu/elmath/4step.htm">http://www.cfid.net/dept2/curricu/elmath/4step.htm</a> (Problem-solving strategies for elementary students)
<b>Student Resources:</b>	<i>Chicken Chickens</i> – Valerie Gorbachev (Picture book) <a href="http://www.mariadismondy.com/2012/9/books-that-teach-trust">http://www.mariadismondy.com/2012/9/books-that-teach-trust</a> (Picture books that teach children about trust and trusted adults)
<b>Assessment:</b>	Students will interview a familiar adult for guidance and problem solving advice using a teacher-selected scenario (e.g., family members, teachers, counselors, intermediate student, peer mediators) <a href="http://www.cfid.net/dept2/curricu/elmath/4step.htm">http://www.cfid.net/dept2/curricu/elmath/4step.htm</a> (Problem-solving strategies for elementary students)

**Colorado Teacher-Authored Sample Instructional Unit**

	<p>“What is the main idea in the question of this problem?”</p> <p>“What are we looking for?”</p> <p>“What do we want to find out?”</p> <p>“What are the details needed to answer the question?”</p> <p>“What are the important details?”</p> <p>“What is going on that can help me answer the question?”</p>	
<p><b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)</p>	<p><b>Access</b> (Resources and/or Process)</p>	<p><b>Expression</b> (Products and/or Performance)</p>
	<p>The teacher may reduce the number of questions for students to use when interviewing a parent or trusted adult</p>	<p>Students may interview a parent or trusted adult using three questions around problem-solving.</p> <p>“What is the main idea in the question of this problem?”</p> <p>“What are we looking for?”</p> <p>“What do we want to find out?”</p>
<p><b>Extensions for depth and complexity:</b></p>	<p><b>Access</b> (Resources and/or Process)</p>	<p><b>Expression</b> (Products and/or Performance)</p>
	<p>The teacher may provide a graphic organizer:  <a href="http://www.eisd.net/cms/lib04/TX01001208/Centricity/Domain/599/DoubleBubbleMap.pdf">http://www.eisd.net/cms/lib04/TX01001208/Centricity/Domain/599/DoubleBubbleMap.pdf</a> (Thinking map for comparing and contrasting)</p>	<p>Students may interview an additional trusted adult and use the graphic organizer to compare/contrast answers between the two interviews.</p> <p>“What is the main idea in the question of this problem?”</p> <p>“What are we looking for?”</p> <p>“What do we want to find out?”</p> <p>“What are the details needed to answer the question?”</p> <p>“What are the important details?”</p> <p>“What is going on that can help me answer the question?”</p> <p>“What details do I need?”</p>
<p><b>Critical Content:</b></p>	<ul style="list-style-type: none"> <li>• Trusted adults in their school, home, and community</li> </ul>	
<p><b>Key Skills:</b></p>	<ul style="list-style-type: none"> <li>• Identify trusted adults at home, school, and in the community</li> <li>• Discuss feelings with trusted adults and parents</li> </ul>	
<p><b>Critical Language:</b></p>	<p>Resources, problem-solving, communication, compare, contrast</p>	