



Verona Public Schools UbD Unit Plan Template

Course Title / Subject: Advisory - 5 _____
 Unit Title / Topic: Conflict Resolution/ Bullying _____
 Instructor: Warshaw/Peim _____

STAGE 1: IDENTIFY DESIRED RESULTS

NJCCCS/Unit Goals:

9.2.8 C Interpersonal Communication

1. Demonstrate respect and flexibility in interpersonal and group situations.
2. Organize thoughts to reflect logical thinking and speaking.
3. Work cooperatively with others to solve a problem.
5. Practice the skills necessary to avoid physical and verbal confrontation in individual and group settings.
6. Participate as a member of a team and contribute to group effect.

Transfer Goals:

- Students will understand the process and importance of conflict resolution.
- Students will understand the importance of problem solving skills.
- Students will understand the concept of bullying.
- Students will understand ways to deal with bullying.

Enduring Understandings	Essential Questions
Students will understand that: <ul style="list-style-type: none"> ● They need to be able to identify conflict and explore solutions to the conflict. ● Critical thinking, decision – making and problem solving skills are necessary when resolving conflict and bullying. ● They need to understand the definition of bullying and the different types of bullying. ● There are different ways to deal with bullying. 	<ul style="list-style-type: none"> ● Is there a process to solving conflict without resorting to violence? ● Do personal values and experiences lead to conflict and their solution? ● What is bullying? ● What should I do if I see bullying or I am bullied?
Knowledge	Skills
Students will know: <ul style="list-style-type: none"> ● That there are different types of conflict. ● How diversity influences conflict escalators. ● The different steps to the mediation process. ● The strategies for de – escalating and resolving diversity – related conflicts. ● How to identify bullying. ● That some students need to bully. ● That there are strategies to deal with bullying. 	Students will be able to: <ul style="list-style-type: none"> ● Discuss their differences. ● Identify diversity escalators and de – escalators. ● Identify bullying.
Key Terms Bullying, conflict, conflict resolution, strategies, escalate, de-escalate, mediation, victim, witness	

STAGE 2: DETERMINE ACCEPTABLE EVIDENCE

(utilizing G.R.A.S.P.S. toolkit)

Performance Assessment(s)

Students either working in groups or alone will present a project of choice to show the ways to resolve conflicts and bullying situations.

Goal: Students will understand how to resolve conflicts and deal with bullying situations.

Role: Students will author a project of choice.

Audience: Students will present their project to the rest of the class and teacher.

Situation: Students have conflicts with peers and authority figures in school as well as come across bullying situations. They need to be able to resolve these situations for themselves. The project will help the student identify the different ways to solve and react to situations.

Performance: Students will present their project to the class and teacher.

Standards: The teacher will engage the students in additional discussion concerning the ways to deal with conflict.

Classroom Assessments / Other Evidence (quizzes, tests, self-assessments, labs)

Classroom discussion, worksheets, think, pair, and share with a neighbor, informal checks for understanding, role plays, self-evaluation.

STAGE 3: ACTIVITIES TO FOSTER LEARNING

(utilizing W.H.E.R.E.T.O.)

Discussion, projects, group work, independent work, role play and videos.