

Teaching Healthy Discourse Learning Standards

ASCA NATIONAL STANDARDS FOR STUDENTS

Category 1: Mindset Standards

M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being

M 3. Sense of belonging in the school environment

Category 2: Behavior Standards

b. Self-management Skills

B-SMS 2. Demonstrate self-discipline and self-control

B-SMS 6. Demonstrate ability to overcome barriers to learning

B-SMS 7. Demonstrate effective coping skills when faced with a problem

B-SMS 10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities

c. Social skills

B-SS 1. Use effective oral and written communication skills and listening skills

B-SS 2. Create positive and supportive relationships with other students

B-SS 3. Create relationships with adults that support success

B-SS 4. Demonstrate empathy

B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary

B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment

CASEL

Self-awareness

Identifying emotions

Accurate self-perception

Recognizing strengths

Self-confidence

Self-efficacy

Self-management

Impulse control

Stress management

Self-discipline

AP US HISTORY STANDARDS

NAT - 1.O, 3.1.II, 3.2.I

NAT - 2.O, 3.2.II, 3.2.III

POL - 1.O, 3.2.II, 3.2.III

POL - 2.O, 3.1.II, 3.2.I, 3.2.II, 3.2.III

NCSS STANDARDS

1, 2, 5, 6, 10

COMMON CORE STANDARDS

English Language Arts & History/Social Studies

CCSS.ELA-LITERACY.RH.9-10.1
CCSS.ELA-LITERACY.RH.9.10.4
CCSS.ELA-LITERACY.RH.9-10.10
CCSS.ELA-LITERACY.RH.11-12.1
CCSS.ELA-LITERACY.RH.11-12.4
CCSS.ELA-LITERACY.RH.11-12.5
CCSS.ELA-LITERACY.RH.11-12.6
CCSS.ELA-LITERACY.RH.11-12.8
CCSS.ELA-LITERACY.RH.11-12.9
CCSS.ELA-LITERACY.RH.11-12.10

Speaking/Listening

CCSS.ELA-LITERACY.SL.9-10.1
CCSS.ELA-LITERACY.SL.9-10.1.A
CCSS.ELA-LITERACY.SL.9-10.1.B
CCSS.ELA-LITERACY.SL.9-10.1.C
CCSS.ELA-LITERACY.SL.9-10.1.D
CCSS.ELA-LITERACY.SL.9-10.2
CCSS.ELA-LITERACY.SL.9.10.3
CCSS.ELA-LITERACY.SL.9.10.4
CCSS.ELA-LITERACY.SL.9.10.6
CCSS.ELA-LITERACY.SL.11.12.1
CCSS.ELA-LITERACY.SL.11.12.1.A
CCSS.ELA-LITERACY.SL.11.12.1.B
CCSS.ELA-LITERACY.SL.11.12.1.C
CCSS.ELA-LITERACY.SL.11.12.1.D
CCSS.ELA-LITERACY.SL.11.12.2
CCSS.ELA-LITERACY.SL.11.12.3
PA 8.1.9 A, B, C, D
PA 8.1.12 A, B, C, D
PA 8.3.9 A, B, C, D
NJ 6.1.12.A.1.a
NJ 6.1.12.A.2.a
NJ 6.1.12.A.2.e
NJ 6.1.12.A.13.b
NJ 6.1.12.A.14.b

LEARNING OBJECTIVES

Learning Objectives:

Students will acquire skills and vocabulary for engaging in civil discussions
Students will be able to list 3 appropriate ways to respond to “offensive” speech
Students will be able to define parody and satire.
Students will be able to restate examples of reasons for allowing “offensive” speech
Students will be able to define the terms “parody” and “satire” and give an example