

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

Course Outline Applied Psychology 100

Date: May 2007

Subject Area: Elective

Proposed Grade Level(s): 9-12

Course Length: 1 Year

Grading: A-F

Number of Credits: 5 per Semester

Prerequisites: Recommendation of IEP team

COURSE DESCRIPTION:

This is a behavioral skills class to prepare students to adapt and apply appropriate skills in different situations. Students will develop the following skills: empathy, anger management, interpersonal problem solving, and appropriate behavior. This course will be modified for each student's ability using State Curriculum Standards and the student's functional level. Placement in this class is determined by IEP team or counselor.

GENERAL GOALS/PURPOSES:

This is a competency-based course. Students will understand the necessity of acquiring basic skills to be successful students and adults. Activities will give the student daily practice in reading and writing in academic and/or workplace environments. The curriculum teaches important decision-making processes that students will use throughout their lives in family, work, and social environments.

Students will complete the course with an understanding of how to adapt their behavior to fit different social, academic, or work circumstances. Students will be able to identify, name, implement, and perform appropriate skills for social conflict resolution, and classroom/work related behavior. Students will be able to identify and acknowledge feelings, identify problems, apply anger-management steps, teach self-talk methods, and apply problem solving techniques to social conflicts.

STUDENT READING COMPONENT:

This course will focus on the following:

- Book list reflecting the skills and themes taught in the **Second Step: A Violence Prevention Curriculum**.
- Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence
- Analyze interactions between main and subordinate characters in a literary text (e.g. internal and external conflicts, motivations, relationships, influences)
- Determine character traits by what the character says about themselves in narration, dialogue, dramatic monologue, and soliloquy
- Explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text

STUDENT WRITING:

This course will focus on the following:

- Expression in writing the concepts presented
- Notebook for vocabulary, writing assignments, in-class activities, and extensions as described in **Second Step: A Violence Prevention Curriculum**
- Understanding of sentence construction and proper English usage
- Understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax
- Organize and recoding information
- Demonstrate basic keyboarding skills and familiarity with computer terminology

STUDENT ORAL COMPONENT:

This course will focus on the following:

- Formulate judgments about the ideas under discussion
- Compare and contrast ways in which media genres or individuals describe the same event
- Choose logical patterns of organization to persuade and inform
- Assess how language and delivery affect the mood and tone
- Evaluate the clarity, quality, effectiveness, and general coherence of a speaker's important points, arguments, evidence, organization of ideas, delivery, diction, and syntax
- Delivery of persuasive arguments including evaluation and analysis of problems and solutions and causes and effects
- Delivery of descriptive presentations

DETAILED UNITS OF INSTRUCTION:

The text for this course includes: **Second Step: A Violence Prevention Curriculum**. Level One will be presented first semester; Level Two and Level Three presented the second semester.

Level One/ Semester 1

Unit I: Understanding the Problem

Lesson 1: Interpersonal Conflict

Unit II: Training for Empathy

Lesson 2: Identifying Feelings

Lesson 3: Taking Perspective

Lesson 4: Reducing Labeling and Stereotyping

Lesson 5: Communicating and Listening

Unit III: Anger Management

Lesson 6: Anatomy of Anger

Lesson 7: Controlling Anger

Unit IV: Problem Solving

Lesson 8: Identifying a Problem

Lesson 9: Choosing a Solution

Lesson 10: Applying a Solution

Unit V: Applying Skills

Lesson 11: Making a Complaint

Lesson 12: Dealing with Peer Pressure

Lesson 13: Resisting Gang Pressure

Lesson 14: Dealing with Bullying

Lesson 15: Diffusing a Fight

Level Two/ Semester 2

Unit I: Understanding a Problem

Lesson 1: Factors and Effects

Unit II: Training for Empathy

Lesson 2: The Nature of Emotions

Lesson 3: Seeking Perspectives

Lesson 4: Communicating

Unit III: Anger Management

Lesson 5: Handling Stressful Emotions

Unit IV: Problem Solving

Lesson 6: Using a Problem-Solving Strategy

Unit V: Applying Skills

Lesson 7: Dealing with Rumors

Lesson 8: Dealing with an Accusation

Level Three/ Semester 2

Unit I: Understanding the Problem

Lesson 1: The Role of Spectators

Unit II: Training Empathy

Lesson 2: Labels, Stereotypes, and Prejudice

Lesson 3: Active Listening

Unit III: Anger Management

Lesson 4: Advanced Coping Skills

Unit IV: Problem Solving

Lesson 5: Using a Problem-Solving Strategy

Lesson 6: Setting Goals

Unit V: Applying Skills

Lesson 7: Dealing with Put-Downs

Lesson 8: Negotiating for What You Want

THIS COURSE WILL HELP PREPARE STUDENTS FOR THE CAHSEE AND/OR FCUSD EXAMS IN:

English Language Arts.

LAB FEE, IF REQUIRED:

None

SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:

Reading:

- 1.0 Word Analysis, Fluency and Systematic Vocabulary Development. Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately.
- 2.0 Reading Comprehension (Focus on Informational Materials). Students read and understand grade-level appropriate material. They analyze the organizational patterns, arguments, and positions advanced.

Written and Oral English Language Conventions:

- 1.0 Students write and speak with a command of Standard English conventions.

Listening and Speaking:

- 1.0 Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations of their own that convey clear and distinct perspective and solid reasoning. They use gestures, tone, and vocabulary tailored to the audience and purpose.

DISTRICT ESLRs TO BE ADDRESSED:

Students will be:

- **Self-Directed Learners** who will become self-aware and plan behavioral interaction that fit the environment.
- **Effective Communicators** who can be empathetic and interact appropriately with others.
- **Quality Producers/Performers:** who understand the importance of behavior in social interactions, classroom, or work place.
- **Constructive Thinkers:** who are able to attack problems with organization and logic.
- **Collaborative Workers:** who can work in a variety of settings in culturally diverse groups. They will be able to form and use study groups to strengthen their own understanding in addition to providing the same service for classmates.
- **Responsible Citizens:** who accept the consequences of their actions and who demonstrate their understanding of the importance of appropriate behavior.

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