

Middle School Life Skills Curriculum

By the end of eighth grade:

Unit of Study: Study Skills

Curriculum Standards	Learner Outcomes
Students that find out what type of learner they are can take advantage of their own strengths.	<ul style="list-style-type: none"> • Demonstrates the three basic modalities which we use to help us learn <ul style="list-style-type: none"> ○ Auditory, visual, or kinesthetic. • Demonstrates which hemisphere of the brain is their personal strength are <ul style="list-style-type: none"> ○ left brain and right brain. • Demonstrates characteristics of their learning style and show the learning environment that fits those characteristics.
Well-organized students usually do well in a school and classroom setting.	<ul style="list-style-type: none"> • Demonstrates how they organize their materials used for study. <ul style="list-style-type: none"> ○ Examples are locker, backpack, binder, desk top. • Demonstrates through presentations what their special study area looks like and how it is organized. • Demonstrates examples of their work habits and the routine they use every day to study.
Students who practice good time management regularly usually become successful.	<ul style="list-style-type: none"> • Demonstrates their personal study schedule and explain why this works for them. • Sets realistic goals within the time that is given for each task. • Demonstrates the regularity of their personal study habits within their study environment.
Students who take good notes in school have good success rate on tests and quizzes.	<ul style="list-style-type: none"> • Demonstrates how an active focused listener with a positive attitude has an easier time taking notes in class. • Demonstrates the use of their personal shorthand. • Demonstrates how listening 80% and taking notes 20% will help them get the information they need for class. • Demonstrates their use of note revision and how this gives them more accurate information.

Unit of Study: Social-Emotional Health

Curriculum Standards	Learner Outcomes
Awareness and understanding of the different ways and possible reasons people express their emotions which leads to empathizing with others and managing our own emotions	<ul style="list-style-type: none"> • Identifies and describes the different ways we express our emotions and under what circumstances. • Demonstrates various strategies of self-reflection and analysis that aid in the management of one's own emotions and behavior. • Demonstrates tolerance and empathy for others' emotional processes.

<p>Understanding that managing stress and anger are important to getting along with others and living happy healthy lives</p>	<ul style="list-style-type: none"> • Understands the importance/benefits of anger management and the possible consequences of not doing so (psychological as well as physical). • Identifies circumstances and triggers that can lead to one’s personal expression of anger. • Demonstrates strategies for anger management. • Demonstrates strategies for healing if and when emotions get out of control (restoring self dignity, forgiving oneself, art of sincere apology, restorative justice, conflict resolution etc.).
<p>Self Advocacy: Awareness and understanding of different strategies for self-defense</p>	<ul style="list-style-type: none"> • Understands the importance of defending one’s rights and the rights of others (speaking up or speaking out against injustice e.g. bullying). • Demonstrates assertive communication that is appropriate for various circumstances. • Self defense training (against possible violence). • Understands and knows how to find and use various social services that aid in the protection of young people.
<p>Identifying what is similar in all of us in spite of our differences is important in developing healthy relationships and communities</p>	<ul style="list-style-type: none"> • Identifies what is unique and special about the demographics of the communities we take part in. (What do learn from each other? How does interacting with individuals make us better people?) • Identifies the consequences of only interacting with people we know or are comfortable with. (Cliques, stereotypes, prejudice, hate crimes etc.) • Understands and can articulate the importance in democratic societies for tolerance and acceptance of all peoples. • Demonstrates strategies for strengthening and supporting our multi-cultural school community. • Demonstrates strategies of reaching out to people we deem as “other” in our various communities we take part in.
<p>Awareness and understanding of the different pressures society places on boys and girls and how best to manage and thrive under these circumstances</p>	<ul style="list-style-type: none"> • Identifies and understands the changes occurring in the growing adolescent body. • Demonstrates respect for these changes in each other. • Identifies and understands how the media portrays young people and its influencing affects on self-image and self-esteem. • Demonstrates strategies for undoing harmful messages. • Demonstrates strategies of personal self care (eating balanced meals, sleeping regularly, positive self talk etc.)
<p>Awareness and understanding of the different pressures our peers place on us and how best to manage and thrive under these circumstances</p>	<ul style="list-style-type: none"> • Identifies various characteristics of peer pressure and understand its effects on behavior • Demonstrates strategies for resistance and deflection (saying “No”). • Understands and demonstrates the importance of being true to oneself and living a life of integrity.

Unit of Study: Conflict Resolution

Curriculum Standards	Learner Outcomes
Understand that responsibility that schools have on teaching conflict resolution and know that schools cannot teach in isolation	<ul style="list-style-type: none">• Feels physically and psychologically free from threats and danger and can find opportunities to work and learn with others for the mutual achievement of all.• Understands the diversity of the school's population and respects and celebrates fellow classmates.• Are challenged to believe and to act on the understanding that a nonviolent, multicultural society is a desirable, realistic goal.
Understand that violence prevention can lead to safe schools	<ul style="list-style-type: none">• Learns alternatives to violence.• Understands how to act responsibly in social setting.• Understands and accepts the consequences of their behavior.
Understand the rationale for establishing conflict resolution programs	<ul style="list-style-type: none">• Understands the problem-solving process such as negotiation, mediation and consensus decision-making can improve the school climate.• Understands that conflict resolution strategies can reduce violence, vandalism, chronic school absence and suspension.• Understands that conflict resolution will help students deepen their understanding of themselves and others and develops important life skills.• Understands that conflict resolution training increases skills in listening, critical thinking, and problem solving- skills basic to all learning.• Understands that conflict resolution education emphasizes seeing other points of view and resolving differences peacefully – skills that assist one to live in a multicultural world.• Understands that negotiation and mediation are problem-solving tools that are well suited to the problems that young people face, and those trained in these approaches often use them to solve problems for which they would not seek adult help.
Students who have been made aware of digital citizenship are more prepared for the cyber-world of the 21 st century.	<ul style="list-style-type: none">• Demonstrates the importance of protecting creative content such as music, movies, software and images.• Demonstrates the importance of laws such as patents trademarks and copyright as they are often the creators.• Demonstrates how they can get information about appropriate online behaviors to help them make the right decisions as citizens of the digital world.

Unit of Study: Critical Thinking

Curriculum Standards	Learner Outcomes
Critical thinking, deeply understood, provides a rich set of concepts that enable us to think our way through any subject or discipline and through any problem or issue	<ul style="list-style-type: none"> • Understands that content is a product of thinking and can be learned only through thinking. • Understands that all subjects exist only as modes of thinking. • Understands that there are essential structures in all reasoning within all subjects. (that enable us to understand those subjects) • Understands that there are traits of mind that must be fostered if one is to become a disciplined thinker, able to reason well within multiple, and even conflicting, viewpoints. • Understands that the only way to learn a subject is to construct the ideas in the subject in one's thinking using one's thinking.
Critical thinking and problem solving skills includes evaluation, analysis, syntheses, decision-making and creative thinking	<ul style="list-style-type: none"> • Uses their abilities to critically think about everyday issues and current events. • Uses critical thinking skills regularly. • Uses their creative skills, explanation and justification skills, logic skills and multiple perspective taking skills to solve problems.

Unit of Study: Life Skills

Curriculum Standards	Learner Outcomes
Exposure to good money management helps one become a wise consumer.	<ul style="list-style-type: none"> • Demonstrates why savings is a wise goal in money management. • Learns the value of and how to make a good budget. • Demonstrates the difference between generic and name brand products. • Are able to make a proper spending plan for a party.
Students who learn how to care for themselves become confident well-rounded individuals.	<ul style="list-style-type: none"> • Demonstrates how to properly clean a bedroom and bathroom. • Demonstrates the steps needed to wash, dry, and iron clothes properly. • Can prepare a proper snack or meal.
Students understand basic first aid.	<ul style="list-style-type: none"> • Demonstrates the proper action to take in the event of: small cut, splinters, nosebleed, choking, burns. • Can list materials to be in a proper first aid kit. • Demonstrates how to make an emergency phone call giving proper directions to the area.
Personal safety essential for a person's well being.	<ul style="list-style-type: none"> • Can list five safety rules while shopping or going to a movie with peers. • Can list five bicycle safety rules.
Student awareness to avoid possible threat to personal safety.	<ul style="list-style-type: none"> • Understands what abuse is and knows how to seek help in the event. • Identifies possible dangerous actions by strangers and why they may be threatening. • Understands what to do if confronted by a dangerous stranger.

Students can feel safe and confident in the home.	<ul style="list-style-type: none"> • Understands the proper action to take in the event of a fire or accident in the home. • Understands how to summon the proper help in the event of a dangerous situation in the home.
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Unit of Study: Citizenship

Curriculum Standards	Learner Outcomes
<p>Community: Understand the interconnectedness of the rights and responsibilities within the various communal spheres to which students belong (home, school, nation, world)</p>	<ul style="list-style-type: none"> • Identifies the roles and function each student performs in the various communities to which they belong (family, school, nation, world) and their importance in order for these communities to thrive. • Identifies the rights students have in each of their communities and the importance of knowing the limitations and freedoms therein. • Identifies the responsibilities students have for each of these communities and explain their importance in order for themselves and their communities to thrive.
<p>Democracy and Justice: Foster sense of political agency' an essential building block for democratic societies and an entitlement for all students.</p>	<ul style="list-style-type: none"> • Identifies and describes the general characteristics of living in a democratic society and its importance in protecting basic freedoms and human dignity. • Identifies and describes strategies citizens have for protecting their rights and freedoms. (joining school/community councils, voting etc.) • Empowered to affect political change within their various communities.
<p>Global Citizenship: Because students are increasingly shaped by what happens in other parts of the world they will gain knowledge, skills and values to participate fully in ensuring their own, and others', well-being and to make a positive contribution, both locally and globally.</p>	<ul style="list-style-type: none"> • Are awareness of current global issues and how it personally affects them. • Expresses empathy for others and the environments in which they live. • Are awareness and or ability to analyze the efficacy of the various global institutions that affect change. (e.g. United Nations, World Bank, NGOs) • Are aware and or have the ability to analyze the efficacy of various grassroots, local organizations and individuals who affect change. • Demonstrates the ability to design and oversee a service-learning project that in the end provides them with a sense of agency for impacting their world in a meaningful and positive way.