

## Course Addition Request Packet

Submitted by: Mike Terry

Proposed Course: Modern Manners & Mental Fortitude: Life Prep for High Schoolers

Target Audience: Grades 9–12

Proposed Credit: 0.5 Elective Credit (One Semester)

Submission Date: August 2025

### 1. Rationale

This course is designed to meet a pressing need among high school students for direct instruction in leadership, communication, self-regulation, conflict resolution, and modern etiquette. While Tooele County School District offers excellent academic and career/technical programming, there is a noticeable gap in courses that directly address social-emotional growth for the general student body. This course will help students build confidence, respect, and personal accountability—skills essential to post-secondary success in college, careers, law enforcement, military service, or community life.

### 2. Alignment with Utah and District Standards

This CMP aligns with Utah's College and Career Awareness Core Standards and CASEL's SEL competencies. It also supports district goals around safe schools, student leadership, and post-secondary readiness. The curriculum is research-backed and performance-based, using frameworks from Wiles & Bondi (2015), CASEL (2020), Tyler (1949), and Dewey (1938).

### 3. Course Description and Learning Objectives

Modern Manners & Mental Fortitude is a one-semester elective that engages students in reflective, practical, and applied learning. Students will:

- Practice respectful communication through sentence stems and real-life role-play.
- Build emotional regulation strategies for stress and anxiety.
- Navigate digital and in-person etiquette in school and community settings.
- Resolve peer conflicts using proactive and principled methods.
- Develop personal growth targets and monitor their own progress.

Capstone presentations and peer/teacher evaluations will provide summative evidence of learning.

### 4. Instructional Format

The course is designed for flexible implementation. It may be scheduled as:

- A daily elective course (45–60 minutes)
- An A/B block period (90 minutes every other day)
- A leadership enrichment block during advisory (pilot model)

Instructional strategies include modeling, journaling, role-play, simulations, guest speakers, and weekly applied challenges.

### 5. Staffing and Scheduling Needs

This course should be facilitated by a certified teacher with background in SEL, criminal justice, or leadership training. Ideal class size: 20–25 students. Space should allow for small-group discussion and open layout for simulations. Resources required: guest speaker fund (optional), basic materials (journals, prompt cards), projector access.

## 6. Evaluation and Assessment

Students will be assessed through:

- Weekly reflective journals
- Peer evaluations and structured self-assessments
- Role-play rubrics
- A capstone project titled 'How I Handle It'

Course impact will be evaluated using pre/post SEL surveys, teacher feedback, and implementation data.

## 7. Instructor Credentials

Mike Terry has nearly 20 years of law enforcement and instructional experience. He taught Lions Quest to 6th graders in Tooele City, served as School Resource Officer at Blue Peak High School, and currently supervises curriculum statewide for the Utah Highway Patrol. His CMP on Community Engagement was unanimously approved by the POST Council and adopted statewide. He holds an Associate and Bachelor's degree in Criminal Justice and is currently enrolled in a Master's in Teaching program.