

## Unit Planner

Unit Name: Modern Manners &amp; Mental Fortitude: Respect, Decision-Making, and Self-Regulation

Length of Unit: 3 weeks (12-15 class periods)

Grade or Year: High School (Grades 9-12 elective; adaptable for grades 10-12 advisory)

Real-World Context	Modern Literacies
<p><i>What are some real-world contexts you can incorporate into this unit to help students transfer to authentic situations?</i></p> <p>These contexts are designed to move beyond classroom performance toward transfer in authentic environments (Stern et al., 2021). We build the contexts to go beyond classroom performance. We use the contexts to achieve transfer, in environments (Stern et al., 2021).</p> <ul style="list-style-type: none"> <li>• School and community interactions: respectful language, follow-through, and conflict repair in everyday peer and adult interactions.</li> <li>• Workplace readiness: professionalism, feedback response, teamwork norms, and decision-making in simulated job and team settings.</li> <li>• Digital and social media environments: digital citizenship, tone, privacy, and reputation management with attention to permanence.</li> <li>• Highstress or conflict moments: I apply selfregulation. I use deescalation when the emotions run high or when the social pressure is present.</li> </ul>	<p><i>What knowledge, skills, and ways of thinking will your students need that might fall outside the traditional preview of your standards or learning objectives?</i></p> <p>I notice that the unit explicitly teaches and practices literacies instead of assuming the students already have modern literacies. I think the distinction matters for equity and for transfer, to new situations (Stern et al. 2021; Lang, 2021).</p> <ul style="list-style-type: none"> <li>• Critical Thinking: using a structured decision framework to evaluate options, consequences, and long-term outcomes (Stern et al., 2021).</li> <li>• Communication: practicing respectful tone, listening moves, and audience-aware responses in both face-to-face and written formats (Lang, 2021).</li> <li>• Collaboration: learning and rehearsing group norms (roles, task distribution, disagreement routines, and feedback) to build real collaborative skill (Stern et al., 2021).</li> <li>• Digital Citizenship: evaluating online behavior, sources, and permanence; aligning online choices with real-world goals (Stern et al., 2021).</li> </ul>
Learning Standards or Objectives	

*What standards are addressed in this unit?*

By the end of the unit, students will be able to:

1. Demonstrate respectful communication and behavior across school, community, workplace, and digital contexts.
2. Use a decision-making framework to analyze scenarios and justify choices with evidence and likely consequences.
3. Apply selfregulation strategies. The selfregulation strategies are pause, label, reframe and repair. Use selfregulation strategies during the conflict or the stress.
4. Explain how accountability with the ownership the follow-through and the repair builds the trust. Explain how accountability builds the opportunity, over time.
5. Transfer the concepts. Transfer the strategies to a scenario that the class never practiced (Stern et al., 2021).

Disciplinary Lenses

Compelling Question

<p><i>What are one-five concepts your students will revisit and refine in multiple units during your course?</i></p> <p>I notice that recurring lenses help students connect learning across the units. I notice that recurring lenses strengthen transfer by focusing on the enduring concepts (Stern et al. 2021).</p> <ul style="list-style-type: none"> <li>• Respect</li> <li>• Accountability</li> <li>• Decision-making</li> <li>• Self-regulation</li> <li>• Responsibility within the community</li> </ul>	<p><i>What question will invite or entice students to dive into the unit?</i></p> <ul style="list-style-type: none"> <li>• What does respect look like when there is no one watching?</li> <li>• How do small choices shape long-term outcomes?</li> <li>• Why do strong emotions make the good decisions harder, for me? What can I do in the moment when strong emotions arise?</li> <li>• I wonder how behavior should change depending on the context, such, as a friend group, a classroom, a workplace or online?</li> </ul>
Anchoring Concepts	Conceptual Relationship Questions

<p><i>What few concepts will anchor all the specific contexts and situations in this unit?</i></p> <ul style="list-style-type: none"> <li>• Respectful behavior</li> <li>• Emotional regulation</li> <li>• Decision-making under pressure</li> <li>• Accountability for actions and repair. What conceptual relationship questions will your students need to explore to be successful, in the unit?</li> </ul>	<p><i>What conceptual relationship questions will your students need to explore to be successful during this unit?</i></p> <ul style="list-style-type: none"> <li>• How does emotional regulation influence decision quality?</li> <li>• I am curious, about how respect changes the trust. I also wonder how respect changes the opportunity.</li> <li>• I wonder how accountability and growth connect over time. • I am curious: why does the context change the way the appropriate response looks?</li> <li>• I often wonder how repeated small behaviors shape the identity and how repeated small behaviors shape the reputation?</li> </ul>
Subconcepts	Facts and Skills
<p><i>What additional concepts will your students need to navigate the specific contexts and situations you provide?</i></p> <ul style="list-style-type: none"> <li>• Tone, body language, and nonverbal cues</li> <li>• Escalation vs. de-escalation moves</li> <li>• Boundaries, authority, and responding to feedback</li> <li>• Peer pressure and social belonging</li> <li>• Digital permanence and online reputation</li> <li>• Repair steps after a mistake (own it, fix it, follow through)</li> <li>• Professional expectations and community norms</li> </ul>	<p><i>What specific facts and skills or processes will your students need to be successful in this unit?</i></p> <p>Students will Show the following:</p> <ul style="list-style-type: none"> <li>• I use a decision tool. The decision tool has four steps: Pause, Options, Consequences Choose. I use the decision tool to justify the choices in my writing and my discussions.</li> <li>• I use the regulation routine (Pause. Label. Reframe. Respond) when I practice role plays. The regulation routine also guides me during reflections.</li> <li>• Use respectful language moves (I-statements, active listening, paraphrase, and repair statements).</li> <li>• Work within collaboration norms (roles, turn-taking, disagreement routines, and feedback) with reflection (Stern et al., 2021, ch. 4).</li> <li>• Complete short, frequent practice and reflection cycles to build habits over time (Lang, 2021).</li> </ul>

### Unit Storyboard

*The Storyboard is a visual representation that illustrates how students will progress through the content towards mastery and transfer. It utilizes the details you collected in the planner above and organizes them in an actionable order. This is a high-level, birds-eye view of the unit, so it does not need to be highly detailed. A collaborating instructor, instructional coach, or member of administration should be able to look at this document and get a general feel for how the unit will flow.*

Acquire	Connect	Similar Transfer	Dissimilar Transfer	Student Action
(Days 1-4)	Connect (Days 5-7)	Similar Transfer (Days 8-10)	Dissimilar Transfer (Days 11-13)	Student Action (Days 14-15)

<p>Anchor Concepts:</p> <ul style="list-style-type: none"> <li>• Respectful communication across contexts</li> <li>• Emotional regulation and self-control</li> <li>• Decision-making under pressure</li> <li>• Accountability and responsibility for actions</li> </ul> <p>These concepts anchor the unit and the concepts appear again in each teaching phase. These concepts let the students understand more. These concepts let the students use the learning, in real world situations (Stern et al., 2021).</p>	<p>Compelling Question:</p> <p>How do my everyday choices influence how others trust me and the opportunities I am given?</p> <p>My everyday choices matter. How do my everyday choices shape how others trust me and shape the opportunities I get? The question asks you to keep asking how personal behavior affects academic and professional outcomes over the long run. The question also asks you to look at the question as your understanding grows.</p>
<p>Resources:</p> <ul style="list-style-type: none"> <li>• Scenario-based case</li> </ul>	<p><i>Within each column section below, identify 1) The central concept, conceptual relationship question, and/or student action that will be the focus of this part of the unit, 2) Thinking Tool, and 3) Resources.</i></p>

<p>studies (school, workplace, community, and digital contexts)</p> <ul style="list-style-type: none"> <li>• Reflection journals and guided response prompts</li> <li>• Decision-making and self-regulation frameworks</li> <li>• Short video clips illustrating real-world dilemmas</li> <li>• Structured discussion protocols and role-play prompts</li> <li>• Instructor-created handouts and graphic organizers I choose resources on purpose to help the instruction, the guided practice, the reflection and the transfer. I make sure resources follow the ideas of teaching and idea based learning (Lang, 2021; Stern et al., 2021).</li> </ul>	<p>Acquire (Days 1–4)</p> <p>Central Concept / Focus Students develop a shared understanding of respect, emotional regulation, accountability, and decision-making in everyday situations.</p> <p>Thinking Tool Concept mapping and guided questioning</p> <p>Resources Mini-lessons, instructor-created handouts, short video clips illustrating basic real-world dilemmas, introductory case studies, graphic organizers</p>	<p>Connect (Days 5–7)</p> <p>Central Concept / Focus Students examine the relationship between emotions, choices, and consequences by comparing effective and ineffective responses across contexts.</p> <p>Thinking Tool Cause-and-effect charts and structured discussion protocols</p> <p>Resources Reflection journals, guided response prompts, paired case studies, discussion protocols, instructor-created organizers</p>	<p>Similar Transfer (Days 8–10)</p> <p>Central Concept / Focus Students apply unit concepts to familiar school and peer situations, using respectful communication and self-regulation strategies.</p> <p>Thinking Tool Scenario analysis and role-play</p> <p>Resources Scenario-based case studies (school contexts), role-play prompts, decision-making frameworks, peer feedback tools</p>	<p>Dissimilar Transfer (Days 11–15)</p> <p>Central Concept / Focus / Student Action Students independently apply decision-making and self-regulation skills to unfamiliar, higher-stakes situations and justify their responses using unit concepts.</p> <p>Thinking Tool Decision-making frameworks and reflective justification</p> <p>Resources Workplace, community, and digital case studies; reflection journals; video-based dilemmas; culminating performance task prompt and rubric</p>
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