

Conditioned Minds



AFFECTIVE SKILLS PROGRAM

A curriculum developed to understand affective behavior in at risk High School youth.



CURRICULA

CURRICULUM (VOL. 1)

Unit 1: Engaging Positive Outline (30 days)

Unit 2: Maintaining Boundaries (15 days)

Unit 3: Mentorship (15 days)

Unit 4: Employment (18 days)

Unit 5: Identity & Belonging (10 days)

Unit 6: Self-Expression (13 days)

Unit 7: Body Language (5 days)

Unit 8: Conflict Resolution (4 days)

Unit 9: Experiential Learning (10 days)

CURRICULUM (VOL. 2)

Unit 1: Essential Life Skills (30 days)

Unit 2: Social Skills & Manners (15 days)

Unit 3: Organization Skills (15 days)

Unit 4: Money & Budgeting Skills (18 days)

Unit 5: Navigational Skills (10 days)

Unit 6: Coping with Emotions (13 days)

Unit 7: Problem Solving Skills (5 days)

Unit 8: Decision Making Skills (4 days)

Unit 9: Employability Skills (10 days)

CURRICULUM (VOL. 3)

Unit 1: Personal Interactive Skills (30 days)

Unit 2: Channeling Anger (15 days)

Unit 3: The Independence You (15 days)

Unit 4: The Interdependence Us (18 days)

Unit 5: Understanding the Way (10 days)

Unit 6: Reflecting on The How (13 days)

Unit 7: Adjusting to Loss (5 days)

Unit 8: Challenging the Assumption (4 days)

Unit 9: Self-Awareness (10 days)



AFFECTIVE SKILLS PROGRAM

COURSE DESCRIPTION

Fearless empowers students to excel academically and socially by teaching behavior modification, resiliency, character development, accountability, virtues, academic awareness, and the discipline to become a stronger self-driven student; driving every child to own their responsibility, and inspire their possibility.

Students have the ability to change their social, academic, and cognitive identifiers which reflect their daily attitude, aptitude, and ability to elevate their altitude of opportunities. Conditioned Minds Fearless Affective Skills Program identifies and targets students in grades nine through twelve to help reinforce focus, reenergize, and commit each participant's potential to experiential learning applications. The Affective Skills Program curriculum creates a positive, structured space to expand self, explore new ideas, cultivate empathy, strengthen connections and develop life skills that will help each individual move through adolescence and beyond. By addressing the whole - heart, body, soul, and social connection, the Fearless Affective Skills Program creates an innate ability for young learners to better understand their potential, their fears, and how to attack both.

ORGANIZATION OF COURSE

The Fearless Affective Skills program provides the standard that transcends specific places, cultures, and times in each student's development. The lens brings together concepts and content for deeper thinking and meaning making; drawing instruction and students continually back to the significance of what they are studying. Students will gain understanding of real life application regulating attention, risk assessments, decision making, time management, and social skills; overall becoming more focused learners. Transferable skills (skills which help students redesign a direction to make stronger decisions on their own) will be introduced and/or refined for students to successfully master the unit's essential understandings (generalizations).

Core Modeling

- Critical Thinking and Reasoning: Inside the mind through critical thinking
- Cognitive Literacy: Untangling Mental Web
- Collaboration: Cohesive Learning
- Self-Direction: Own Your Learning
- Invention: Creating Solutions

COURSE PREPARATION & STANDARDS

Instructional Goal Planning serves as a simple framework for schools aligned with measures of standards, core modeling, critical content, and key skills designed to provide data based evidence through a differential and comprehensive approach.

Standards embedded throughout the curriculum:

GLE H.S.1: Students will develop communication skills by tackling touchy topics, finding conversational common ground, using social media as a conversational prep, and types of communication that work for each student.

GLE H.S.2: Students will understand role management by shaping leadership through preparation and development by aligning them with mentors.

GLE H.S.3: Students will place balance into success by applying time management skills by developing a plan.

GLE H.S.4: Students will define roles of responsibility by handling peer pressure and becoming a strong role model through problem solving.

GLE H.S.5: Students will conquer their insecurity of failure by participating at a competent level in a variety of cognitive and socioemotional activities.

GLE H.S.6: Students will create a drive factor by understanding follow through, perseverance, and consequences within communication skills.

DATA MINING

Formative Assessments assesses knowledge as it is being formulated. Points are rewards based on the general rubric. Formative assessments include written responses, reflections, and participation in class discussions and or small group discussions.

- **Written Responses:** Each response should be ten to fifteen sentences in length, written after reading about an issue or watching a podcast. Responses must show the student has gained insight into the topic. All responses must be legible and include the student name at the top right, the date, and the title given for each topic. Specific response assignments are detailed in the curriculum (10 possible points awarded for each response).
- **Written Reflection:** Each reflection should be a paragraph to one page in length, written after researching new information. Student must show insight and a personal connection to the information.

Performance Assessments are the capstone/summative assessment for this unit and includes:

- *Claims* - Changing values often shape and/or determine the future of direction. The format creates trigger/disruptor or resolve.
- *Product/Evidence* - A,B,C, reporting is used to provide evidence of students' mastery of the key generalizations.
- *Differentiation* - Multiple modes including individual roles and responsibilities, group work, written work, and oral presentations will help express each students' mastery of the key generalizations.

Intervention Component is led by the school psychologist and school counselors and includes engaging all students based on their appropriate grade levels through remediation. Such redirection includes realignment of attitude, bad grades, testing, peer influencers, unorganized management skills, home life, self-destructive behaviors, and teacher relationships. The overall outcomes of the intervention component help students redirect graduation opportunities, college opportunities, and preparation for employment and careers.

INCENTIVIZED STRUCTURING

The Fearless affective skills program offers incentivized programming designed to keep students engaged weekly, monthly, and throughout the semester.

Beginning of the School Year – Students in the program select a trip they would like to take at the end of the semester.

Daily – Tickets are awarded throughout each day to the students who show daily progress. The board includes being on time to affective skills class, ABC progress, positive communication, and participation. Based on the students number of tickets daily, they have an opportunity to pick out of an incentive bag filled with food and other prizes.

Monthly – At the end of each month, those students who have excelled academically, lowered tardies, are awarded either a breakfast or lunch.

Semester – Students who hold no unexcused absences, a few class tardies, and improved in grades are awarded a trip.

GRADING RUBRIC

Points will be awarded as listed in the introduction for each assignment, based on the general rubric.

90 – 100 / 8 – 10 points / A

A consistent and thorough understanding of the required knowledge and skills, and the ability to apply and/or demonstrate them almost flawlessly in a wide variety of situations. Consistent evidence of analysis, synthesis, and evaluation where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality.

80 – 89 / 6-7 points / B

A good general understanding of the required knowledge and skills, and the ability to apply and/or demonstrate them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis, and evaluation.

70 – 89 / 4 – 5 points / C

Limited achievement in terms of the insights and quality of work based on the requirements and directions given and/or clear difficulties in some areas.

60 – 69 / 2 – 3 points / D

Very limited achievement in terms of the insights and quality of work based on the requirements and directions given. The student has difficulty in understanding the required knowledge and skills, and is unable to apply them fully in normal situations.

50 – 59 / 1 – 2 points / F

Minimal achievement in terms of the insights and quality of work based on the requirements and directions given.