



Unit 2 Respect and Rights: Performance Task Hurtful Behaviors and Conflict Management



Goal: To teach and inform your classmates with a mini-lesson about your topic and to produce a page to contribute to the class Anti-Bullying magazine. Each assigned group (3-4 students) will be given a topic from our textbook. Time will be given to research your topic using Google docs. After your research is completed you will write a one page article (2 sided) with pictures about a story/scenario related to your topic. The edited version will be collected and compiled into a class magazine. Next you will use a media presentation to present your 10 minute mini-lesson. *Try to think about ways to make your lesson engaging and thought-provoking for your classmates!*

Requirements:

A. The Anti-Bullying magazine article(work in pairs) **SHOULD BE:**

• appropriate for middle school • include a comic strip with explanation • a variety of visuals/colours	• include several scenarios of the problems and solutions connected to your topic with a clear explanation of which one would be the best solution and why.
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B. The Student Led Lesson (work in pairs) **SHOULD BE:**

• a media presentation (with audience involvement)(each person has to speak using note cards)(choose glogster, prezzi or power point) • include short bullet points/lots of visuals • include an MLA bibliography with 5 sources (one book) • maximum time allowed 10 minutes	• must explore and answer these essential questions: 1. What is the problem and its related issues? 2. What questions do I have about this problem? 3. What strategies can I use to solve the problem? 4. What are possible solutions?
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Topics from the Textbook:

Group 1 CONFLICT	• Page 288-What is conflict? Major sources of conflict • Page 289 Recognizing signs of conflict, Avoiding conflict
Group 2 COMMUNICATION	• Page 290-1 Communication during conflict-express yourself and choose your words • Page 292 Communication during conflict-body language • Page 293 Communication during conflict-listening
Group 3 RESOLVING CONFLICT	• Page 294 Resolving conflict- negotiation • Page 295 Resolving conflict-compromise and collaboration • Page 296-297 Resolving conflict-mediation
Group 4 CONFLICT AT SCHOOL	• Page 298-299-Conflict at school- bullying and cyber bullying • Page 330-331 Teasing and harassment(also page 298- conflict at school-school teasing)
Group 5 CONFLICT AT HOME	• Page 302-303 - conflict with parents • Page 304-305 - conflict with siblings and conflict between parents
Group 6 CONFLICT AND ANGER	• Page 308-9 Conflict and violence -aggression • Page 310 Conflict and violence-controlling anger and avoiding violence

Checklist:

- Does each member of your group have an equal job?
- Have you researched your topic? Have you recorded your sources?
- Have you answered the essential questions during the lesson?
- Have you involved the audience during your lesson?
- Have you included problems/solutions to a scenario in your magazine article?
- Have you practiced your teaching with your group?

Unit 2 Wild West Performance Task

Sebastian Brünink



Unit 2 Wild West Performance Task:

America's Story, 1997 *Government Reports Announcements & Index*, 1988 *Monthly Catalogue, United States Public Documents*, 1994 *Interim Assessment*, 1987 *Clover Units 1-2 Coal-fired Generating Station and Related Transmission Facilities Construction and Operation, Old Dominion Electric Cooperative, Halifax County*, 1990 **ARI Newsletter** U.S. Army Research Institute for the Behavioral and Social Sciences, 1996 **Monthly Catalog of United States Government Publications**, 1994 *Resources in Education*, 1998 *Interim Assessment: Emissions and control*, 1987 *Special Education in Today's Diverse Classrooms* Shantel M. Farnan, Ruby L. Owiny, 2025-09-02

Special Education in Today's Diverse Classrooms Meeting the Needs of Students with Exceptionalities is an introductory level textbook designed for all pre service teachers to learn about meeting the needs of students with exceptionalities in inclusive environments Along with descriptions of each IDEA disability category the book presents high leverage practices HLPs and evidence based strategies that are practical and applicable to any instructional environment Through the lens of HLPs this text emphasizes universal design for learning UDL tiered supports culturally inclusive pedagogies and practices CIPP and evidence based practices EBPs This textbook bridges the gap between research knowledge about disabilities and a practical approach to educating students offering a comprehensive framework for educators navigating the diverse needs of students with exceptionalities By placing a strong emphasis on CIPP and EBPs as they relate to HLPs it equips readers with tools to create meaningful and equitable learning experiences The unique structure enriched by authentic vignettes and aligned with professional standards ensures the practical application of frameworks such as UDL and multi tiered systems of support Additionally the book underscores the importance of family engagement making it a vital resource for fostering collaboration in education The content aligns with the Council for Exceptional Children CEC standards ensuring its relevance and utility for professional educator preparation Through its innovative approach this text inspires educators to not only meet students needs but also celebrate their individuality preparing them to succeed in dynamic inclusive school and classroom environments Key Features Real life vignettes from individuals with disabilities their families and educators offer authentic perspectives that go beyond case studies Links to resources to increase exposure and knowledge about specific topics designed to enrich understanding and application of inclusive practices Includes coverage of concepts such as trauma neurodiversity social and emotional learning assistive technology and new instructional technologies With inclusive language and culturally inclusive pedagogies and practices the book prepares future educators to foster trust and promote equity in their classrooms Focus on application to the classroom through questions and activities at the end of each chapter Color graphics visual frameworks e g UDL models and instructional charts enhance comprehension and engagement Please note ancillary materials such as quizzes and eFlashcards are not available as in the print version of this work

Ignite the flame of optimism with Crafted by is motivational masterpiece, **Unit 2 Wild West Performance Task** . In a downloadable PDF format (Download in PDF: *), this ebook is a beacon of encouragement. Download now and let the words propel you towards a brighter, more motivated tomorrow.

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