

## Civics and Computer Science / 12th grade Anti-Bullying Campaign

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<a href="#"><u>Key Adaptive Competency of Focus</u></a>	Agency, Adaptability & Flexibility, Collaboration
<b>Essential question</b>	What can you do to prevent bullying of students with disabilities?
<b>Social justice topic</b>	Bullying

### Assessment Framework

<b>Learning Targets</b>	<p>ACADEMIC: Identify safe practices when using technology, including privacy, password protection measures and social media</p> <p>SEL: Demonstrate effective self-advocacy skills to maximize independence in home, community and employment.</p>
<b>Academic Competency</b>	Demonstrate and identify the skills necessary to make healthy, and meaningful choices in the school and community setting in order to achieve one's maximum level of independence
<b>Adaptive Competency</b>	Students will exhibit the skills to appropriately participate in a range of social interactions and activities across settings.
<b>Social &amp; Emotional Learning</b>	<p>Demonstrate the ability to respect the rights of self, others and the environment</p> <p>Identify steps to take when presented with a problem</p>
<b>Pework</b>	<p>What is bullying</p> <p>Types of bullying</p>

	How does bullying make others feel
<b>Pre-Assessment/Self-Reflection</b>	<a href="#">Pre-Assessment Anticipation Guide</a> <a href="#">Post-Assessment Anticipation Guide</a>
<b>Social Justice</b>	Bullying
<b>Opportunity for Student Voice</b>	 What Students will do for PBA
<b>Instruction/Supports from Teachers</b>	<a href="#">Introduction to Bullying</a> <a href="#">Introduction to Cyber Bullying</a>  Instruction will be presented visually and orally using Nearpod. Students will respond using oral, written and field of options. Staff and peer to peer support will be provided to students. Feedback will be immediate either through electronic response or teacher feedback.
<b>Student Demonstration of Learning</b>	Responses acquired from Nearpod lesson, teacher observations, Advocacy campaign
<b>Assessment of Learning</b>	Student learning will be assessed by teacher observations and reports from Nearpod activity.  Depth of Knowledge 3 - What actions would you take if you observe someone being bullied because of their disability? What would be the result if more students advocated for their peers?  Depth of Knowledge 4 - Why does self advocacy and peer advocacy impact bullying?   PBA Rubric
<b>References/Resources</b>	<a href="https://www.disabilityrightsca.org/publications/bullying-and-harassment-of-students-with-disabilities">https://www.disabilityrightsca.org/publications/bullying-and-harassment-of-students-with-disabilities</a> <a href="https://www.edutopia.org/discussion/bullying-and-students-disabilities-ugly-bad-and-good">https://www.edutopia.org/discussion/bullying-and-students-disabilities-ugly-bad-and-good</a>

	<p><a href="https://pubmed.ncbi.nlm.nih.gov/20956579/">https://pubmed.ncbi.nlm.nih.gov/20956579/</a> <a href="https://abilitypath.org/wp-content/uploads/2015/11/walk-a-mile-in-their-shoes.pdf">https://abilitypath.org/wp-content/uploads/2015/11/walk-a-mile-in-their-shoes.pdf</a></p>
<b>Showcase of Learning</b>	<ul style="list-style-type: none"><li>• Responses to questions posed in Nearpod lesson</li><li>• Call to action campaign to stop bullying by creating a video/sign printed version to stop bullying.</li><li>• Create artifacts (drawing, poster, poem) demonstrating your understanding of the impact of advocacy on bullying.</li></ul>