

# Conflict Resolution

**Instructor:** Mrs. Holly Cough  
 Room 117  
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Conflict Resolution is truly unlike any other class at Hermon High School because it focuses on interpersonal skills to enhance communication, tolerance, and positive emotional expression. Students will learn and practice assertion and mediation in order to help them to resolve conflict throughout their lives. Stereotypes, prejudice, discrimination, and hate crimes are discussed, resulting in students who are empowered to “be the change.” The learning extends beyond the classroom walls when students prepare presentations for a workshop at a Middle School in the community.

## Graduation Standards

HS.E.6 - WRITING RESEARCH  
 HS.E.7 - SPEAKING AND LISTENING DISCUSSION  
 HS.H.E- COMMUNICATION AND ADVOCACY SKILLS  
 HS.CED.1 - SELF KNOWLEDGE AND INTERPERSONAL SKILLS

Unit 1	Communication
Summary	<p><i>Be Impeccable With Your Word</i></p> <p>Students will practice interpersonal skills including active listening and “I” statements to enhance communication, tolerance, and positive emotional expression.</p>
Performance Indicators Assessed in Unit	<p>HS.CED.1.A - Personal Skills &amp; Self Knowledge</p> <p>Students reflect on and/or analyze interests, skills, <i>habits of mind</i>, and experiences to maintain a positive <i>self-concept</i> and to aid them in making career and life decisions.</p>
Unit 2	Conflict
Summary	<p><i>Don't Take Anything Personally</i></p> <p>Students will learn their conflict style, anger style, and will become proficient in assertion and mediation.</p>
Performance Indicators Assessed in Unit	<p>HS.E.7.C - Responds thoughtfully to deepen investigation</p> <p>HS.CED.1.C - Interpersonal Skills</p> <p>Students demonstrate behaviors that reflect positive <i>interpersonal skills</i> and evaluate successful strategies that improve positive <i>interpersonal skills</i> in ways that lead to success in a variety of school, work, and community settings.</p> <ol style="list-style-type: none"> <li>a). Getting along with others</li> <li>b). Respecting diversity</li> <li>c). Working as a member of a team</li> <li>d). Managing conflict</li> <li>e). Accepting/giving/using constructive feedback</li> </ol>

	f). Accepting responsibility for personal behavior g). Demonstrating ethical behavior h). Following established rules/etiquette for observing/listening
<b>Unit 3</b>	<b>Empathy</b>
Summary	<i>Don't Make Assumptions</i> Students will learn about the iceberg concept as well as stereotypes, prejudice, discrimination, and hate crimes. Students will be inspired to "be the change."
Performance Indicators Assessed in Unit	HS.E.6.A - Collects relevant information from multiple sources HS.E.7.A - References research to stimulate conversation
<b>Unit 4</b>	<b>Empower</b>
Summary	<i>Always Do Your Best</i> The learning extends beyond the classroom walls when students prepare presentations for a workshop at a Middle School in the community.
Performance Indicators Assessed in Unit	HS.H.E.1 - Interpersonal Communication Skills Students utilize skills for communicating effectively with family, peers, and others to enhance health. Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.  HS.H.E.2 - Health Advocacy Students demonstrate ways to influence and support others in making positive health choices. Demonstrate an ability to work cooperatively as an advocate for improving personal, family, and community health.

### Summative Assessments Retake

- Students have the opportunity to retake summative assessments.
- The student must submit a retake form to the teacher within five (5) school days of the date that the summative assessment score is reported to the student.
- The highest score a student can receive on a retake or late assessment is a 75.
- The score achieved on a retake will replace the current score (even if the score is lower).
- If a student is making up a test from an absence, that assessment will be graded up to 100.

### Grading of Formative Assessments

- Formative assessments will count as 20% of the grade.
- Formative assessments may be scored on either a 0-100 scale or a 0-4 scale.
- The 0-4 scale will be represented in Power School as 4=100, 3=87, 2=77, and 1=67.
- The method of scoring of formative assessments will be determined by assignment.

## CONFLICT RESOLUTION EXPECTATIONS

~Mrs. Cough~

<p>I can be reached at <a href="mailto:Holly.Cough@schools.hermon.net">Holly.Cough@schools.hermon.net</a> or by phone at 848-4000 ext. 1117</p>	<p>I am available for additional help during Intervention, Study Hall (G1), BEFORE school on Mon, Wed, or Fri AFTER school on Tuesday and Friday</p>
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### Materials Needed (and brought to class EVERY day!):

3 ring binder with plenty of paper (please see me privately if you need a binder)

Pencil

The handouts I give you are your “book” and must be kept until the end of the year

### Classroom Expectations:

Most classes will begin with Cough’s Cooldown (C.C.) and Bonding.

Cough’s Cooldown is simply a short video or something I read that has to do with what we are learning or makes you think. Then we will do Bonding which will sometimes be in the form of a special activity, but typically I will ask a question and we will go around the room until everyone has answered it. You are allowed to “Pass,” if you are having difficulty but we will come back to you! Room 117

Expectations must be followed at all times (see the Owl paper).

### I have HIGH EXPECTATIONS of all of my students.

All students must come to class prepared and ready to learn. All students must complete the assigned work. I will bend over backwards to help you but you have to do the work.

In Conflict, most of the formative work is done IN CLASS so it is incredibly important that you are present, not just physically but mentally. I need you to participate & be engaged!

My expectation is that everyone who enters my classroom is treated with respect. In Conflict Resolution, there is a lot of class discussion and group work. Respect, tolerance, and compassion are our everyday norms; everyone is included and everyone’s voice is heard.

**A student who chooses to disrupt the positive learning environment will face disciplinary consequences as stated in the Student/Parent Handbook and Code of Conduct.**

**Friday Night Phone Calls: These can make or break your weekend and YOU alone determine how they go. I absolutely LOVE making positive phone calls/emails home!!!!** However, if Room 117 Expectations are broken or if you have had more than one missing or unsatisfactory formative (0 or 1), I will typically call home on Friday to schedule a Block 5 for the following Friday.

**Confidentiality:** Although there is no way to guarantee confidentiality, **PLEASE THINK!**

- T Is it *True*?
- H Is it *Helpful*?
- I Is it *Inspiring*?
- N Is it *Necessary*?
- K Is it *Kind*?

If it does not meet all of the criteria, please do not repeat it outside the four walls of 117. When in doubt, respect the privacy of your classmates. **I will also unless you or someone else is being hurt or could be hurt. I care about you too much to keep those secrets.**

**GRADING: Grades determined based on the following Hermon High School grading policy.**

**FORMATIVE ASSESSMENTS 20%** Used to determine progress at any given point in time and scored:

- 4 Excellent
- 3 Satisfactory
- 2 Room for Improvement
- 1 Unsatisfactory
- 0 Insufficient Work Shown (incomplete or missing)

You are only allowed one 0 or 1 formative grade at any one time (per quarter). If at any point you have more than one missing or unsatisfactory formative (0 or 1), you will need to stay after for Block 5 (detention in my room). Even if you turn the work in late, you will still need to stay. The only exception is if you are absent; the work will need to be made up ASAP or a Block 5 will be assigned.

**SUMMATIVE ASSESSMENTS 80%** Used to determine mastery and may include tests, quizzes, projects, or any assignment for which time and practice is sufficient to determine mastery. Scoring will be recorded using a traditional points system. Those scoring below a 75 on a summative assessment may retake up to a maximum score of 75%.

All summative assessments are expected to be completed by the due date. However, I do realize “life happens.” **In order to receive full credit, I must receive the summative by the BEGINNING of the very next class following the due date. The highest possible grade you can receive after that is a 75. This is why it is so important to turn in work on time!**

*Example: if the assignment was due Monday, the very latest you would be able to turn it in and still receive full credit would be Wednesday at the beginning of class. After that, the highest grade you would receive is a 75.*

