

**COURSE INTRODUCTION:****Personal/Social Development**

The units in Personal/Social Development are designed to assist students in developing the knowledge and skills to be productive and respectful citizens in a global society. The units focus on self-understanding, diversity, respect, and personal social and safety skills. The three major areas covered in Personal/Social Development are:

**Understanding self as an individual and as a member of diverse local and global communities.**

**Major Points:** The content of this area is designed to help students in grades K-12 know and understand themselves and their roles as contributing members of society. Emphasis is placed on personal characteristics and the roles and responsibilities of each individual. Students will gain knowledge that leads to the recognition and understanding of the interrelationship of thoughts, feelings and actions in students' daily lives. Learning includes knowledge that contributes to an understanding of the importance of each person in his or her extended (global) as well as immediate community (e.g. family, classroom, school, city or town) and each person's role and inter-relatedness with all other people of the world.

**Interacting with others in ways that respect individual and group differences.**

**Major Points:** This area focuses on helping students in grades K-12 know, understand and respect others in order to develop and maintain quality relationships. The learning includes developing an understanding of the similarities and differences of others and ways these similarities and differences contribute to working together in our diverse world. Students will learn about their roles in advocating for respect for all human beings.

**Applying personal safety skills and coping strategies.**

**Major Points:** Physical and psychological safety and healthy personal coping skills are emphasized in the content this area. The learning is based on the premise that young people are vulnerable. They are vulnerable to the pressure of peers to engage in unhealthy behaviors. They are vulnerable to harassment, sexual abuse or physical abuse. In addition, they are vulnerable to expected and unexpected life events (e.g. a new sibling or the death of a parent). In each situation, external influences interact with individual factors as the young person makes decisions and choices about how to respond. The emphasis is on developing within each student the ability to advocate for self. The knowledge and skills include the ability to recognize the warning signs of external and internal threats to the personal safety of self and others. Students will learn a variety of methods for seeking help when an external threat to health or safety exists, when an internal conflict threatens his or her well-being (e.g. suicidal thoughts) or when a life situation requires a new way of coping. Learning includes how to respond to personal concerns as well as the needs of peers.

<p><b>UNIT DESCRIPTION: : Interacting With Others in Ways That Respect Individual and Group Differences</b>                  PS2 focuses on helping students in grades K-12 know, understand and respect others in order to develop and maintain quality relationships. The learning includes developing an understanding of the similarities and differences of other and ways these similarities and differences contribute to working together in our diverse world. Students will learn about their roles in advocating for respect for all human beings.</p>		<p><b>SUGGESTED UNIT TIMELINE:</b> 7 Lessons (grades 9-12 )  <b>CLASS PERIOD (min.):</b> 30 – 45 minutes each</p>				
<p><b>ESSENTIAL QUESTIONS:</b>                  1. Why is it important to embrace diversity?</p>						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
<p>1. The student will write a reflection on his/her experience with cliques including at least two advantages and disadvantages of cliques.</p>		<p>PS.2.A.09:                      Demonstrate the ability to use interpersonal skills needed to maintain quality relationships.</p>		<p>W.9-10.1                      W.9-10.2                      W.9-10.3                      W.9-10.4                      SL9-10.1                      L.9-10.1                      L.9-10.2                      L.9-10.3                      L.9-10.5</p>	<p>P/SD A.                      Students will acquire the knowledge, attitude, and interpersonal skills to help them understand and respect self and others.</p>	<p>Level 2</p>
		<p>PS.2.B.09:                      Explore cultural identity and world views within the community.</p>				
		<p>PS.2.C.09:                      Identify personal responsibility in conflict situations, while continuing to apply problem-solving and conflict-resolution skills.</p>				
						<p>P/SD C.</p>

		<p>PS.2.A.10: Practice interpersonal skills in order to help maintain quality relationships.</p>			Students will understand safety and survival skills.	Level 3
		<p>PS.2.B.10: Promote acceptance and respect for cultural differences within the global community.</p>				Level 3
		<p>PS.2.C.10: Self-assess personal problem-solving and conflict-resolution skills to enhance relationships with others.</p>				Level 3
		<p>PS.2.A.11: Apply interpersonal skills needed to maintain quality relationships.</p>				Level 3
		<p>PS.2.B.11: Exhibit respect for different cultures and points of view.</p>				Level 4

		PS.2.C.11: Accept personal responsibility in conflict situations.				Level 4
		PS.2.A.12: Exhibit the interpersonal skills to maintain quality relationships.				Level 4
		PS.2.B.12 Advocate respect for individuals and groups.				Level 4
		PS.2.C.12: Utilize and accept personal responsibility in relationships with others.				Level 4
2. The student will write a journal entry including at least two things they have learned about stereotypes and at least one action he/she can take to combat stereotypes.		PS.2.A.09 PS.2.B.09 PS.2.C.09 PS.2.A.10. PS.2.B.10 PS.2.C.10 PS.2.A.11 PS.2.B.11 PS.2.C.11 PS.2.A.12 PS.2.B.12 PS.2.C.12		W.9-10.2 SL.9-10.1 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6	P/SD A P/SD B P/SD C	Level 2 Level 2 Level 3 Level 3 Level 3 Level 3 Level 3 Level 4 Level 4 Level 4 Level 4

<p>3. The student will write a journal entry identifying a least one action he/she can take to improve communication in one of his/her relationships.</p>		<p>PS.2.A.09 PS.2.B.09 PS.2.C.09 PS.2.A.10 PS.2.B.10 PS.2.C.10 PS.2.A.11 PS.2.B.11 PS.2.C.11 PS.2.A.12 PS.2.B.12 PS.2.C.12</p>		<p>W.9-10.2 SL.9-10.1 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6</p>	<p>P/SD A P/SD B P/SD C</p>	<p>Level 2 Level 2 Level 3 Level 3 Level 3 Level 3 Level 3 Level 4 Level 4 Level 4 Level 4</p>
<p>4. The student will write a journal entry including at least one feeling and two thoughts about stereotypical sayings.</p>		<p>PS.2.A.09 PS.2.B.09 PS.2.C.09 PS.2.A.10 PS.2.B.10 PS.2.C.10 PS.2.A.11 PS.2.B.11 PS.2.C.11 PS.2.A.12 PS.2.B.12 PS.2.C.12</p>		<p>W.9-10.2 SL.9-10.1 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6</p>	<p>P/SD A P/SD B P/SD C</p>	<p>Level 2 Level 2 Level 3 Level 3 Level 3 Level 3 Level 3 Level 4 Level 4 Level 4 Level 4</p>
<p>5. The student will make note of the 9 negotiating skills observed during role plays by circling the observed skills on the “Negotiating Skills Components” worksheet.</p>		<p>PS.2.A.09 PS.2.B.09 PS.2.C.09 PS.2.A.10 PS.2.B.10 PS.2.C.10 PS.2.A.11 PS.2.B.11 PS.2.C.11 PS.2.A.12 PS.2.B.12 PS.2.C.12</p>		<p>SL.11-12.1 L.11-12.1 L.11-12.2 L.11-12.3 L.11-12.5</p>	<p>P/SD A P/SD B P/SD C</p>	<p>Level 2 Level 2 Level 3 Level 3 Level 3 Level 3 Level 3 Level 4 Level 4 Level 4 Level 4</p>
<p>6. The student will demonstrate at least one negotiating skill in a role play situation.</p>		<p>PS.2.A.09 PS.2.B.09 PS.2.C.09 PS.2.A.10</p>		<p>W.11-12.3 SL.11-12.1 L.11-12.1 L.11-12.2</p>	<p>P/SD A P/SD B P/SD C</p>	<p>Level 2 Level 2 Level 3 Level 3</p>

		PS.2.B.10 PS.2.C.10 PS.2.A.11 PS.2.B.11 PS.2.C.11 PS.2.A.12 PS.2.B.12 PS.2.C.12		L.11-12.3 L.11-12.5		Level 3 Level 3 Level 3 Level 4 Level 4 Level 4 Level 4
7. The student will complete a reflection form following the performers and speakers answering the following: I learned that .....; I wish I.....; I want to .....; In order to learn more about the cultural traditions I will .....		PS.2.A.09 PS.2.B.09 PS.2.C.09 PS.2.A.10 PS.2.B.10 PS.2.C.10 PS.2.A.11 PS.2.B.11 PS.2.C.11 PS.2.A.12 PS.2.B.12 PS.2.C.12		W.11-12.1 W.11-12.2 W.11-12.3 W.11-12.4 W.11-12.10 SL.11-12.1 L.11-12.1 L.11-12.2 L.11-12.3 L.11-12.4 L.11-12.5 L.11-12.6	P/SD A P/SD B P/SD C	Level 2 Level 2 Level 3 Level 3 Level 3 Level 3 Level 3 Level 4 Level 4 Level 4 Level 4
8. The student will complete the following reflection regarding the discussion about student relationships & conflicts: What did I learn about myself during this activity? Which of the alternatives for solving conflicts would I like to try more often?		PS.2.A.09 PS.2.B.09 PS.2.C.09 PS.2.A.10 PS.2.B.10 PS.2.C.10 PS.2.A.11 PS.2.B.11 PS.2.C.11 PS.2.A.12 PS.2.B.12 PS.2.C.12		W.11-12.3 SL.11-12.1 L.11-12.1 L.11-12.2 L.11-12.5	P/SD A P/SD B P/SD C	Level 2 Level 2 Level 3 Level 3 Level 3 Level 3 Level 4 Level 4 Level 4 Level 4
<b>ASSESSMENT DESCRIPTIONS*:</b> Students will research their racial identity/heritage and write a short essay, poem, song, or rap on their findings and will present this information to their peers.						
<b>Obj. #</b>	<b>INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</b>					
	<input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <input checked="" type="checkbox"/> Experiential <input checked="" type="checkbox"/> Independent study					

	<input checked="" type="checkbox"/> Interactive Instruction				
1 2 3 4 5 6 7 8	See Lessons: 9 <sup>th</sup> Grade: Lesson 1 - The Clique 9 <sup>th</sup> Grade: Lesson 2 - Bursting Stereotypes 10 <sup>th</sup> Grade: Lesson 3 - Listening Exercise 10 <sup>th</sup> Grade: Lesson 4 - Origins: A simple word game (for use in human relations trainings) 11 <sup>th</sup> Grade: Lesson 5 - Using Negotiation to Settle Difficulties 11 <sup>th</sup> Grade: Lesson 6 - Diversity Day 12 <sup>th</sup> Grade: Lesson 7 - Managing Conflicts				
<b>Obj. #</b>	<b>INSTRUCTIONAL ACTIVITIES: (What Students Do)</b>				
1 2 3 4 5 6 7 8	See Lessons: 9 <sup>th</sup> Grade: Lesson 1 - The Clique 9 <sup>th</sup> Grade: Lesson 2 - Bursting Stereotypes 10 <sup>th</sup> Grade: Lesson 3 - Listening Exercise 10 <sup>th</sup> Grade: Lesson 4 - Origins: A simple word game (for use in human relations trainings) 11 <sup>th</sup> Grade: Lesson 5 - Using Negotiation to Settle Difficulties 11 <sup>th</sup> Grade: Lesson 6 - Diversity Day 12 <sup>th</sup> Grade: Lesson 7 - Managing Conflicts				
	<u><b>Direct:</b></u> <input type="checkbox"/> Structured Overview <input type="checkbox"/> Lecture <input type="checkbox"/> Explicit Teaching <input type="checkbox"/> Drill & Practice <input type="checkbox"/> Compare & Contrast <input type="checkbox"/> Didactic Questions <input checked="" type="checkbox"/> Demonstrations Ls 5, 6 <input checked="" type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking Ls 4	<u><b>Indirect:</b></u> <input checked="" type="checkbox"/> Problem Solving Ls 5, 6, 7 <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input checked="" type="checkbox"/> Reflective Discussion Ls 2, 4 <input checked="" type="checkbox"/> Writing to Inform Ls 8 <input type="checkbox"/> Concept Formation <input type="checkbox"/> Concept Mapping <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure	<u><b>Experiential:</b></u> <input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input checked="" type="checkbox"/> Simulations Ls 1,3 <input checked="" type="checkbox"/> Games Ls 4 <input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input checked="" type="checkbox"/> Role-playing Ls 5 <input type="checkbox"/> Model Building <input type="checkbox"/> Surveys	<u><b>Independent Study</b></u> <input type="checkbox"/> Essays <input type="checkbox"/> Computer Assisted Instruction <input checked="" type="checkbox"/> Journals Ls 1, 2, 3, 4 <input type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input type="checkbox"/> Learning Activity Packages <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input type="checkbox"/> Homework <input checked="" type="checkbox"/> Research Projects Ls 8 <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers	<u><b>Interactive Instruction</b></u> <input type="checkbox"/> Debates <input checked="" type="checkbox"/> Role Playing Ls 5 <input type="checkbox"/> Panels <input type="checkbox"/> Brainstorming <input checked="" type="checkbox"/> Peer Partner Learning Ls 3 <input checked="" type="checkbox"/> Discussion Ls 3, 4, 5, 6, 7 <input type="checkbox"/> Laboratory Groups <input type="checkbox"/> Think, Pair, Share <input type="checkbox"/> Cooperative Learning <input type="checkbox"/> Jigsaw <input checked="" type="checkbox"/> Problem Solving Ls 5, 6, 7 <input type="checkbox"/> Structured Controversy <input type="checkbox"/> Tutorial Groups <input type="checkbox"/> Interviewing <input type="checkbox"/> Conferencing

**UNIT RESOURCES: (include internet addresses for linking)**

Common Core State Standards (CCSS), accessed May 17, 2013, from <http://www.corestandards.org/>

ASCA National Standards for Students (ASCA), accessed June 11, 2013, from  
[http://static.pdesas.org/content/documents/ASCA\\_National\\_Standards\\_for\\_Students.pdf](http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf)