

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>UNIT DESCRIPTION: A Newer, BETTER, Older Me In lesson one, students identify a variety of feelings and complete a situational feelings thermometer worksheet. In lesson two, students identify personal school roles and accompanying character traits. Students will then create character clovers.</p>		<p>SUGGESTED UNIT TIMELINE: 2 Lessons CLASS PERIOD (min.): 20 – 30 minutes each</p>				
<p>ESSENTIAL QUESTIONS: 1. How can exploring our feelings help us? 2. Why do people have different feelings? 3. Why is it important to understand feelings?</p>						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will identify feelings based on real life situations.		PS.1.A.01 Identify a variety of feelings.		RF.1.2 RF.1.3 W.1.8 SL.1.1 SL.1.2	P/SD A. Students will acquire the knowledge, attitude, and interpersonal skills to help them understand and respect self and others.	Level 1
		PS.1.B.01 Identify personal roles in the school.		SL.1.3 SL.1.4 SL.1.6 L.1.1 L.1.4		Level 1
		PS.1.C.01 Recognizing personal character traits.		L.1.5 L.1.6		Level 1
2. The student will identify three personal roles in school.		PS.1.A.01 PS.1.B.01 PS.1.C.01		RF.1.2 RF.1.3 W.1.8 SL.1.1 SL.1.2 SL.1.3 SL.1.4 SL.1.6	P/SD A	Level 1 Level 1 Level 1

				L.1.1 L.1.2 L.1.4 L.1.5 L.1.6		
3. The student will recognize three personal character traits.		PS.1.A.01 PS.1.B.01 PS.1.C.01		RF.1.2 RF.1.3 W.1.8 SL.1.1 SL.1.2 SL.1.3 SL.1.4 SL.1.6 L.1.1 L.1.2 L.1.4 L.1.5 L.1.6	P/SD A	Level 1 Level 1 Level 1

ASSESSMENT DESCRIPTIONS*:
Students will identify the feelings, the personal roles, and characteristics that they have in school.

Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)				
	<input checked="" type="checkbox"/> Direct <input type="checkbox"/> Indirect <input checked="" type="checkbox"/> Experiential <input checked="" type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction				
1 2	See Lessons: Lesson 1: I'm Just a Bag of Feelings Lesson 2: Character Clovers				
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)				
1 2	See Lessons: Lesson 1: I'm Just a Bag of Feelings Lesson 2: Character Clovers				
	<u>Direct:</u> <input type="checkbox"/> Structured Overview <input type="checkbox"/> Lecture	<u>Indirect:</u> <input type="checkbox"/> Problem Solving <input type="checkbox"/> Case Studies	<u>Experiential:</u> <input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives	<u>Independent Study</u> <input type="checkbox"/> Essays <input type="checkbox"/> Computer Assisted	<u>Interactive Instruction</u> <input type="checkbox"/> Debates <input type="checkbox"/> Role Playing

	<input checked="" type="checkbox"/> Explicit Teaching Ls. 2 <input type="checkbox"/> Drill & Practice <input type="checkbox"/> Compare & Contrast <input type="checkbox"/> Didactic Questions <input type="checkbox"/> Demonstrations <input checked="" type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking Ls. 1	<input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input type="checkbox"/> Reflective Discussion <input type="checkbox"/> Writing to Inform <input type="checkbox"/> Concept Formation <input type="checkbox"/> Concept Mapping <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure	<input type="checkbox"/> Conducting Experiments <input type="checkbox"/> Simulations <input checked="" type="checkbox"/> Games Ls. 1 <input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input type="checkbox"/> Role-playing <input type="checkbox"/> Model Building <input type="checkbox"/> Surveys	Instruction <input type="checkbox"/> Journals <input type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input checked="" type="checkbox"/> Learning Activity Packages Ls. 1, 2 <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input type="checkbox"/> Homework <input type="checkbox"/> Research Projects <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers	<input type="checkbox"/> Panels <input type="checkbox"/> Brainstorming <input type="checkbox"/> Peer Partner Learning <input checked="" type="checkbox"/> Discussion Ls. 1 <input type="checkbox"/> Laboratory Groups <input type="checkbox"/> Think, Pair, Share <input type="checkbox"/> Cooperative Learning <input type="checkbox"/> Jigsaw <input type="checkbox"/> Problem Solving <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