

**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:</b> Who Am I<br/>                 This unit provides opportunity for students to recognize their roles and responsibilities. The unit focuses on how their personal characteristics and strengths help them in their life roles. The unit uses art activities to motivate students.</p> |  | <p><b>SUGGESTED UNIT TIMELINE:</b> 3 Lessons<br/> <b>CLASS PERIOD (min.):</b> 30 minutes each</p> |    |   |   |                               |
|---|--|---|----|---|---|-------------------------------|
| <p><b>ESSENTIAL QUESTIONS:</b><br/>                 1. Why are positive character traits important?</p>   |  |   |    |   |   |                               |
| ESSENTIAL MEASURABLE LEARNING OBJECTIVES  | CCSS LEARNING GOALS<br>(Anchor Standards/Clusters) | CROSSWALK TO STANDARDS  |    |   |   |                               |
|   |  | GLEs/CLEs   | PS | CCSS  | OTHER<br>ASCA   | DOK                           |
| 1. The student will determine positive and negative character traits from a list of fifteen character traits.   |  | PS.1.A.03<br>Identify positive characteristics and areas for personal growth.                     |    | RF.3.3<br>SL.3.1<br>SL.3.6<br>L.3.1<br>L.3.2<br>L.3.3<br>L.3.5<br>L.3.6 | P/SD A.<br>Students will acquire the knowledge, attitude, and interpersonal skills to help them understand and respect self and others. | Level 1                       |
|   |  | PS.1.B.03<br>Reflect on personal roles at home and at school and identify responsibilities.       |    | Level 2   |   |                               |
|   |  | PS.1.C.03<br>Identify the characteristics needed to contribute to the classroom.                  |    | Level 1   |   |                               |
| 2. The student will determine which of four character traits named by other students describe him/her.  |  | PS.1.A.03<br>PS.1.B.03<br>PS.1.C.03   |    | RF.3.3<br>SL.3.1<br>SL.3.6<br>L.3.1                                     | P/SD A  | Level 1<br>Level 2<br>Level 1 |

|  |   |                                     |  |   |        |                               |
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|  |   |                                     |  | L.3.2<br>L.3.3<br>L.3.5<br>L.3.6  |        |                               |
| 3. The student will identify two character traits that he/she would like to develop for personal growth.   |   | PS.1.A.03<br>PS.1.B.03<br>PS.1.C.03 |  | RF.3.3<br>SL.3.1<br>SL.3.6<br>L.3.1<br>L.3.2<br>L.3.3<br>L.3.5<br>L.3.6 | P/SD A | Level 1<br>Level 2<br>Level 1 |
| 4. The student will complete a Venn Diagram by listing three attributes that make home and school run smoothly.  |   | PS.1.A.03<br>PS.1.B.03<br>PS.1.C.03 |  | RF.3.3<br>SL.3.1<br>SL.3.6<br>L.3.1<br>L.3.2<br>L.3.3<br>L.3.5<br>L.3.6 | P/SD A | Level 1<br>Level 2<br>Level 1 |
| 5. The student will list seven roles and responsibilities he/she has at home and school.   |   | PS.1.A.03<br>PS.1.B.03<br>PS.1.C.03 |  | RF.3.3<br>SL.3.1<br>SL.3.6<br>L.3.1<br>L.3.2<br>L.3.3<br>L.3.5<br>L.3.6 | P/SD A | Level 1<br>Level 2<br>Level 1 |
| <b>ASSESSMENT DESCRIPTIONS*:</b><br>Students will complete a Venn Diagram that identifies the attributes that make a home and school run smoothly. Students will list their responsibilities at home and school. |   |                                     |  |   |        |                               |
| <b>Obj. #</b>  | <b>INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</b>   |                                     |  |   |        |                               |
|  | <input checked="" type="checkbox"/> Direct<br><input checked="" type="checkbox"/> Indirect<br><input type="checkbox"/> Experiential<br><input checked="" type="checkbox"/> Independent study<br><input checked="" type="checkbox"/> Interactive Instruction |                                     |  |   |        |                               |

|   |   |  |   |  |   |
|---|---|--|---|--|---|
| 1<br>2<br>3<br>4  | See Lessons:<br>Lesson 1 An Apple a Day<br>Lesson 2 What Color is Your Apple?<br>Lesson 3 Fly Your Kite   |  |   |  |   |
| <b>Obj. #</b>   | <b>INSTRUCTIONAL ACTIVITIES: (What Students Do)</b>   |  |   |  |   |
| 1<br>2<br>3<br>4  | See Lessons:<br>Lesson 1 An Apple a Day<br>Lesson 2 What Color is Your Apple?<br>Lesson 3 Fly Your Kite   |  |   |  |   |
|   | <u><b>Direct:</b></u><br><input type="checkbox"/> Structured Overview<br><input type="checkbox"/> Lecture<br><input type="checkbox"/> Explicit Teaching<br><input type="checkbox"/> Drill & Practice<br><input checked="" type="checkbox"/> Compare & Contrast<br>Ls 3<br><input type="checkbox"/> Didactic Questions<br><input checked="" type="checkbox"/> Demonstrations<br>Ls 1<br><input checked="" type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking Ls 2,3 | <u><b>Indirect:</b></u><br><input type="checkbox"/> Problem Solving<br><input type="checkbox"/> Case Studies<br><input type="checkbox"/> Reading for Meaning<br><input type="checkbox"/> Inquiry<br><input checked="" type="checkbox"/> Reflective Discussion<br>Ls 2<br><input type="checkbox"/> Writing to Inform<br><input type="checkbox"/> Concept Formation<br><input type="checkbox"/> Concept Mapping<br><input type="checkbox"/> Concept Attainment<br><input type="checkbox"/> Cloze Procedure | <u><b>Experiential:</b></u><br><input type="checkbox"/> Field Trips<br><input type="checkbox"/> Narratives<br><input type="checkbox"/> Conducting Experiments<br><input type="checkbox"/> Simulations<br><input type="checkbox"/> Games<br><input type="checkbox"/> Storytelling<br><input type="checkbox"/> Focused Imaging<br><input type="checkbox"/> Field Observations<br><input type="checkbox"/> Role-playing<br><input type="checkbox"/> Model Building<br><input type="checkbox"/> Surveys | <u><b>Independent Study</b></u><br><input type="checkbox"/> Essays<br><input type="checkbox"/> Computer Assisted Instruction<br><input type="checkbox"/> Journals<br><input type="checkbox"/> Learning Logs<br><input type="checkbox"/> Reports<br><input checked="" type="checkbox"/> Learning Activity<br>Packages Ls 1,3<br><input type="checkbox"/> Correspondence Lessons<br><input type="checkbox"/> Learning Contracts<br><input type="checkbox"/> Homework<br><input type="checkbox"/> Research Projects<br><input type="checkbox"/> Assigned Questions<br><input type="checkbox"/> Learning Centers | <u><b>Interactive Instruction</b></u><br><input type="checkbox"/> Debates<br><input type="checkbox"/> Role Playing<br><input type="checkbox"/> Panels<br><input checked="" type="checkbox"/> Brainstorming Ls 1<br><input checked="" type="checkbox"/> Peer Partner Learning<br>Ls 2,3<br><input checked="" type="checkbox"/> Discussion Ls 1<br><input type="checkbox"/> Laboratory Groups<br><input type="checkbox"/> Think, Pair, Share<br><input type="checkbox"/> Cooperative Learning<br><input type="checkbox"/> Jigsaw<br><input type="checkbox"/> Problem Solving<br><input type="checkbox"/> Structured Controversy<br><input type="checkbox"/> Tutorial Groups<br><input type="checkbox"/> Interviewing<br><input type="checkbox"/> Conferencing |
| <b>UNIT RESOURCES: (include internet addresses for linking)</b><br>Common Core State Standards (CCSS), accessed May 17, 2013, from <a href="http://www.corestandards.org/">http://www.corestandards.org/</a><br><br>ASCA National Standards for Students (ASCA), accessed June 11, 2013, from <a href="http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf">http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf</a> |   |  |   |  |   |