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 interrelatedness 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 harassment, sexual abuse or physical abuse. In addition, they are vulnerable to harassment, sexual abuse or physical abuse. In addition, they are vulnerable to harassment, sexual abuse or physical abuse. In addition, they are vulnerable to harassment, sexual abuse or physical abuse. In addition, they are vulnerable to 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.
UNIT DESCRIPTION: TEAMS: Together Everyone Assures My Success

Students will participate in a web activity to understand the importance of relationships and how one’s actions determine the strength of relationships. Students will brainstorm methods they use to keep up with individual, family, school and community responsibilities. Students will present information to partners and to the group about those things that they most value, using examples from the activity sheet.

SUGGESTED UNIT TIMELINE: 3 Lessons

CLASS PERIOD (min.): 30 minutes each

ESSENTIAL QUESTIONS:

1. How can a person’s actions effectively contribute to their community?
2. How do people manage all the responsibilities of their life roles? How can a person’s actions contribute to the community?
3. How do you identify what is most important to you?
4. How do you measure value or worth? Why is it important to understand that other people may have values that differ from your own?

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<thead>
<tr>
<th>ESSENTIAL MEASURABLE LEARNING OBJECTIVES</th>
<th>CCSS LEARNING GOALS (Anchor Standards/Clusters)</th>
<th>CROSSWALK TO STANDARDS</th>
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<tbody>
<tr>
<td>1. The student will draw conclusions from the ‘Web Activity’ to complete the activity reflection worksheet.</td>
<td>PS.1.A.06: Identify individual strengths and areas for personal growth and good citizenship. PS.1.B.06: Identify and develop personal planning strategies to manage individual, family, and school responsibilities.</td>
<td>W.6.1 W.6.2 W.6.6 SL.6.1 L.6.1 L.6.2 L.6.3 L.6.4 L.6.5 L.6.6</td>
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Level 3
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**ASSESSMENT DESCRIPTIONS**: Students will demonstrate understanding of the skills needed to participate as a member of a team, family, school and community through group discussion and reflection activities. Students identify and develop personal planning strategies to cope with the various demands placed upon them due to responsibilities and time constraints. Students will identify personal values that are important to them, while recognizing the perspectives of others.
### INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)

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See Lessons:
- Lesson 1: Getting Caught in the Web
- Lesson 2: So Much To Do, So Little Time: How Do I Tie All of the Loose Ends Together?
- Lesson 3: What Is Important to Me?

### INSTRUCTIONAL ACTIVITIES: (What Students Do)

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UNIT RESOURCES: (include internet addresses for linking)