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 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.
**UNIT DESCRIPTION:** Respecting Individual and Group Differences  
Students will learn positive ways to interact with others and solve problems through the use of I-Messages and the STAR problem-solving steps. They will also learn about individual and group differences by learning more about their own culture and customs and those of their peers.

**SUGGESTED UNIT TIMELINE:** 4 Lessons  
**CLASS PERIOD (min.):** 20 - 30 minutes each

**ESSENTIAL QUESTIONS:**  
Is it important to fit in to a group? Why or why not?

<table>
<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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</table>
| 1. The student will draw one picture of a special event in his or her family and one picture of a special event in another culture. | PS.2.A.03: Identify the interpersonal skills necessary to build quality relationships.  
PS.2.B.03: Recognize and respect the differences between personal culture and other cultures.  
PS.2.C.03: Apply the steps of solving problems and conflicts with others. | PS | SL.3.1  
SL.3.3  
SL.3.4  
SL.3.6  
L.3.1  
L.3.3  
L.3.6 | OTHER ASCA  
P/SD A. Students will acquire the knowledge, attitude, and interpersonal skills to help them understand and respect self and others. | DOK | Level 2  
Level 2  
Level 3 |
2. The student will determine one positive and one negative response for at least three friendship interactions.

| PS.2.A.03 | SL.3.1 |
| PS.2.B.03 | SL.3.3 |
| PS.2.C.03 | SL.3.4 |
| SL.3.6    | L.3.1   |
| L.3.3     | L.3.6   |

3. The student will demonstrate the use of I-Messages for at least three social situations.

| PS.2.A.03 | SL.3.1 |
| PS.2.B.03 | SL.3.3 |
| PS.2.C.03 | SL.3.4 |
| SL.3.6    | L.3.1   |
| L.3.3     | L.3.6   |

4. The student will work in a small group to demonstrate the use of STAR to solve at least one common problem in the classroom.

| PS.2.A.03 | SL.3.1 |
| PS.2.B.03 | SL.3.3 |
| PS.2.C.03 | SL.3.4 |
| SL.3.6    | L.3.1   |
| L.3.3     | L.3.6   |

**ASSESSMENT DESCRIPTIONS**: Students will identify their own cultures’ customs and those of others. Students will recognize and use I-Messages when interacting with others. Students will use the STAR problem solving steps when they are faced with problems and conflicts.

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<tr>
<th>Obj. #</th>
<th>INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</th>
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<tbody>
<tr>
<td>X</td>
<td>Direct</td>
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<tr>
<td>X</td>
<td>Indirect</td>
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<tr>
<td>X</td>
<td>Experiential</td>
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<td>X</td>
<td>Independent study</td>
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<td>Interactive Instruction</td>
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See Lessons:

1. Lesson 1 Celebrate Your Culture
2. Lesson 2 Communicating with I-Messages, Part 1
3. Lesson 3 Communicating with I-Messages, Part 2
4. Lesson 4 Be a Problem Solving Star
<table>
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<tr>
<th>Obj. #</th>
<th>INSTRUCTIONAL ACTIVITIES: (What Students Do)</th>
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<tbody>
<tr>
<td>1</td>
<td>See Lessons:</td>
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<tr>
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**Direct:**
- Structured Overview
- Lecture Ls. 3
- Explicit Teaching Ls. 2, 4
- Drill & Practice Ls. 2
- Compare & Contrast Ls. 3
- Didactic Questions
- Demonstrations Ls. 4

**Indirect:**
- Reflective Discussion Ls. 2
- Writing to Inform
- Concept Formation
- Concept Mapping
- Concept Attainment
- Cloze Procedure

**Experiential:**
- Problem Solving Ls. 4
- Case Studies
- Reading for Meaning
- Inquiry
- Games Ls. 4
- Storytelling
- Focused Imaging Ls. 3
- Role-playing Ls. 2
- Model Building

**Independent Study:**
- Essays
- Computer Assisted Instruction
- Journals
- Learning Logs
- Reports
- Learning Activity
- Packages
- Correspondence Lessons
- Learning Contracts
- Homework
- Research Projects
- Assigned Questions
- Learning Centers

**Interactive Instruction:**
- Debates
- Role Playing Ls. 1, 2
- Panels
- Brainstorming Ls. 2, 4
- Peer Partner Learning Ls. 2, 4
- Discussion Ls. 1, 3
- Laboratory Groups
- Think, Pair, Share
- Cooperative Learning Ls. 4
- Jigsaw
- Problem Solving Ls. 4
- Structured Controversy
- Tutorial Groups
- Interviewing
- Conferencing

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