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 interconnectedness 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:** Relationships: What Do Skills Have To Do With It?

Students will learn how to maintain quality relationships using interpersonal skills in a variety of social situations.

An emphasis on identifying the interpersonal skills needed to maintain quality relationships will be conducted in 6th grade.

The 7th grade lesson will be a reflection and projection opportunity. Students will reflect on the past and present: what they know, what they still need to know and project future action and outcomes and how they will acquire the skills they have identified.

In the 8th grade, the students will be completing activities to help them describe the qualities and interpersonal skills they look for in a relationship and evaluate their own interpersonal skills as they relate to quality relationships.

**SUGGESTED UNIT TIMELINE:** 5 Lessons

**CLASS PERIOD (min.):** 45 – 50 minutes each

**ESSENTIAL QUESTIONS:**

1. What is a quality relationship and how is it maintained?

<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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</thead>
<tbody>
<tr>
<td>1. The student will identify five interpersonal skills needed to maintain a quality relationship.</td>
<td>PS.2.A.06: Identify interpersonal skills needed to maintain quality relationships. PS.2.A.07: Practice effective interpersonal skills in a variety of social situations. PS.2.A.08: Self-assess interpersonal skills that</td>
<td>PS</td>
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2014 Missouri Department of Elementary and Secondary Education
### ASSESSMENT DESCRIPTIONS:
Students will identify interpersonal qualities and skills that maintain quality relationships.

<table>
<thead>
<tr>
<th>Obj. #</th>
<th>INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</th>
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<tbody>
<tr>
<td></td>
<td><strong>X</strong> Direct</td>
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<tr>
<td></td>
<td><strong>X</strong> Indirect</td>
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<td><strong>X</strong> Experiential</td>
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<td><strong>X</strong> Independent study</td>
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<td><strong>X</strong> Interactive Instruction</td>
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See Lessons:
- 6th Grade Lesson 1 Ingredients of a Relationship Recipe
- 7th Grade Lesson 2 Respect for Self and Others—Giving and Getting the Big R
<table>
<thead>
<tr>
<th>Obj. #</th>
<th><strong>INSTRUCTIONAL ACTIVITIES: (What Students Do)</strong></th>
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<td>See Lessons:</td>
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<tr>
<td>1</td>
<td>6th Grade Lesson 1 Ingredients of a Relationship Recipe</td>
</tr>
<tr>
<td>2</td>
<td>7th Grade Lesson 2 Respect for Self and Others—Giving and Getting the Big R</td>
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<tr>
<td>3</td>
<td>8th Grade Lesson 3 Relationships…Quality Control</td>
</tr>
<tr>
<td>4</td>
<td>8th Grade Lesson 4 I Know What You Did This Summer</td>
</tr>
<tr>
<td>5</td>
<td>8th Grade Lesson 5 Relationships…Going Up While Growing Up</td>
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</tbody>
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### Direct:
- Structured Overview
- Lecture
- Explicit Teaching
- Drill & Practice
- Compare & Contrast
- Didactic Questions
- Demonstrations Ls. 2
- Guided & Shared - reading, listening, viewing, thinking Ls. 1, 4

### Indirect:
- Problem Solving
- Case Studies
- Reading for Meaning
- Inquiry
- Reflective Discussion Ls 5
- Writing to Inform Ls 5
- Concept Formation Ls. 2
- Concept Mapping Ls. 4
- Concept Attainment
- Cloze Procedure
- Narrative
- Conducting Experiments
- Simulations Ls. 1, 4
- Games
- Storytelling
- Focused Imaging
- Field Observations
- Role-playing Ls. 2, 4
- Model Building Ls. 5
- Surveys

### Experiential:
- Field Trips
- Essays
- Computer Assisted Instruction
- Journals
- Learning Logs
- Learning Contracts
- Homework
- Research Projects
- Assigned Questions
- Learning Centers

### Independent Study:
- Essays
- Computer Assisted Instruction
- Journals
- Learning Logs
- Learning Contracts
- Homework
- Research Projects
- Assigned Questions
- Learning Centers

### Interactive Instruction:
- Debates
- Role Playing Ls. 2, 4
- Panels
- Brainstorming
- Peer Partner Learning
- Discussion Ls. 1
- Laboratory Groups
- Think, Pair, Share
- Cooperative Learning
- Jigsaw
- Problem Solving Ls. 4, 5
- Structured Controversy
- Tutorial Groups
- Interviewing
- Conferencing

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


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)