

**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: How Life-Changing Events Affect My Life</b>                  The students will participate in two lessons. The first lesson will help students to identify life-changing events in their life from birth to first grade. They will share how the handled the changes. The second lesson will share possible life changing events for the students during this next year of their life. Strategies for handling the changes will be discussed. Students will learn how to use the STAR Model for solving problems and coping with life changes.</p>		<p><b>SUGGESTED UNIT TIMELINE:</b> 2 Lessons   <b>CLASS PERIOD (min.):</b> 30 minutes each</p>				
<p><b>ESSENTIAL QUESTIONS:</b>                  1. Why is change important?</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 six life changes he/she has experienced.		PS.3.C.01: Recognize the effects of life changes or events related to self.			P/SD C. Students will understand safety and survival skills.	Level 1
2. The student will draw a picture of one life changing event.		PS.3.C.01			P/SD C	Level 1
<p><b>ASSESSMENT DESCRIPTIONS*:</b>                  Students will complete a timeline story of their changing events in their life from birth to 1<sup>st</sup> grade. Students will share timeline stories and talk about how the changes affect their life.                   Students will complete a wish for one year into the future activity sheet. This sheet will help students share a change that they anticipate in the next year. Coping strategies are given for each idea.</p>						
<b>Obj. #</b>	<b>INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</b>					
	___x___ Direct ___x___ Indirect					

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