Course Description:

**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.
UNIT DESCRIPTION: It’s Life… Deal With It!

In this unit, students will review, apply and evaluate their personal coping skills related to making major life-changing decisions. Students will do this through the process of compiling an index card file of coping strategies, a prioritizing activity and by constructing an artistic presentation representing their personal coping styles.

SUGGESTED UNIT TIMELINE: 3 Lessons
CLASS PERIOD (min.): 50 minutes each

ESSENTIAL QUESTIONS:
1. How do I cope?

<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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<tbody>
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<td>1. The student will identify ten positive and negative coping skills.</td>
<td>PS.3.C.06: Review and revise strategies to cope with life-changing events.</td>
<td>P/S D C: Students will understand safety and survival skills. Level 3</td>
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<td>PS.3.C.07: Apply coping skills to manage life-changing events.</td>
<td>Level 4</td>
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<td></td>
<td>PS.3.C.08: Evaluate coping skills to manage life-changing events.</td>
<td>Level 4</td>
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2. The student will identify five coping skills used to make decisions presented in Your Choice worksheet.

3. The student will design and present a collage representing personal strengths and coping skills.

**ASSESSMENT DESCRIPTIONS:**
Assessment of this unit will be completed by a final evaluation of student work, i.e. student card file, prioritizing activity and artistic presentation.

**Obj. #** | **INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
--- | ---
| Direct | Indirect | Experiential | Independent study | Interactive Instruction |
| X | _ | ___ | _ | ___ |
See Lessons:
1. 6th Grade Lesson 1: The Hope to Cope: Coping Skills
2. 7th Grade Lesson 2: Lean Mean Coping Machine!
3. 8th Grade Lesson 3: Life…Bring It On!

**Obj. #** | **INSTRUCTIONAL ACTIVITIES: (What Students Do)**
--- | ---
| Direct | Indirect | Experiential | Independent Study | Interactive Instruction |
| ___ | _ | ___ | ___ | ___ |
See Lessons:
1. 6th Grade Lesson 1: The Hope to Cope: Coping Skills
2. 7th Grade Lesson 2: Lean Mean Coping Machine!
3. 8th Grade Lesson 3: Life…Bring It On!
### 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)