

**Focus Topic: Personal/Social Development**

The Student Will...

| Objective(s)   | Alignment | Essential Questions    | Understandings                                  | Suggested Assessments           |
|--|-----------|------------------------|---|---------------------------------|
| Describe how children are alike and how they are different   | 2.1.2.B.2 | What makes you unique? | It is important to value a person’s uniqueness. | Standardized achievement tests  |
| Explain that all human beings have basic needs including food, water, sleep, shelter, clothing, and love | 2.1.2.F.1 |                        |   | Teacher generated tests/quizzes |
| Examine how personal assets and protective factors support healthy development                           | 2.1.6.F.1 |                        |   | Authentic assessments           |
| Identify appropriate ways for children to show affection and caring                                      | 2.4.2.A.5 |                        |   | Self assessment                 |
| Recognize and build upon personal strengths  | 9.2.4.B.2 |                        |   | Peer assessment                 |
| Recognize personal likes and dislikes  | 9.2.4.B.4 |                        |   | Portfolio                       |
| Explain and demonstrate ways to cope with rejection  | 2.1.4.F.6 |                        |   |                                 |
| Recognize and list various emotions  | 2.1.2.F.2 |                        |   |                                 |
| Demonstrate appropriate ways to express emotions   | 2.1.2.F.3 |                        |   |                                 |
| Discuss verbal and non verbal ways to express emotions   | 2.4.2.A.5 |                        |   |                                 |
| Recognize symptoms of anger  | 2.1.2.F.3 |                        |   |                                 |
| Identify basic ways to deal with anger   | 2.1.2.F.3 |                        |   |                                 |

|  |           |  |  |  |
|--|-----------|--|--|--|
| Demonstrate sympathy   | 2.1.2.F.2 |  |  |  |
| Recognize symptoms of anxiety  | 2.1.2.F.3 |  |  |  |
| Explain feelings of sadness  | 2.2.2.F.2 |  |  |  |
| Describe how children are alike and different                            | 2.1.2.B.2 |  |  |  |
| Define friendship  | 2.4.2.A.4 |  |  |  |
| Identify characteristics of being a friend                               | 2.4.4.A.6 |  |  |  |
| Describe ways to show affection  | 2.4.4.A.7 |  |  |  |
| Develop positive social skills to interact with others                   | 9.2.4.C.1 |  |  |  |
| Differentiate between telling and tattling                               | 2.4.4.A.7 |  |  |  |
| Demonstrate character traits that are important in day to day activities | 9.2.4.D.1 |  |  |  |
| Identify ethical behaviors at school                                     | 9.2.4.D.3 |  |  |  |
| Demonstrate appropriate use of courtesy words                            | 9.2.4.D.3 |  |  |  |
| Explain how volunteering enhances self esteem                            | 2.2.2.E.5 |  |  |  |
| Understand that character reflects in the way the person feels and acts  | 2.2.2.D.1 |  |  |  |
| Explain that a responsibility means something you must do                | 6.2.2.A.5 |  |  |  |
| Identify examples of responsible citizenship                             | 6.2.2.D.1 |  |  |  |
| Recognize real people that have demonstrated responsible leadership      | 6.2.2.D.2 |  |  |  |

|   |           |  |  |  |
|---|-----------|--|--|--|
| Describe how children are alike and how they are different  | 2.1.2.B.2 |  |  |  |
| Demonstrate respect for varying ideas and opinions  | 2.2.2.E.4 |  |  |  |
| Identify different kinds of families and explain that families may differ for many reasons                      | 2.4.2.A.1 |  |  |  |
| Explain that all family members have certain rights and responsibilities  | 2.4.2.A.2 |  |  |  |
| Explore basic concepts of fairness and respect for others   | 6.2.2.A.6 |  |  |  |
| Develop skills for accepting self and others through awareness of different cultures                            | 9.2.4.C.3 |  |  |  |
| Identify the possible causes of conflict and discuss appropriate ways to prevent and resolve conflicts          | 2.1.2.F.4 |  |  |  |
| Describe and demonstrate strategies to prevent conflict   | 2.1.4.F.4 |  |  |  |
| Recognize and define a problem  | 9.2.4.A.1 |  |  |  |
| Plan and follow steps to make choices and decisions   | 9.2.4.A.2 |  |  |  |
| Demonstrate steps to deal with conflict   | 9.2.4.B.5 |  |  |  |
| Select and use language appropriate to the situation  | 9.2.4.C.2 |  |  |  |
| Practice steps for effective conflict resolution  | 9.2.4.C.4 |  |  |  |
| Recognize various emotions and demonstrate sympathy and empathy   | 2.1.2.F.2 |  |  |  |
| Describe and demonstrate appropriate ways to express wants, needs, and emotions, both verbally and non-verbally | 2.1.2.F.3 |  |  |  |

|  |           |  |  |  |
|--|-----------|--|--|--|
| Identify the possible causes of conflict and discuss appropriate ways to prevent and resolve conflicts   | 2.1.2.F.4 |  |  |  |
| Explain and demonstrate when and how to seek help when feeling scared, sad, lonely, or bullied   | 2.2.2.F.2 |  |  |  |
| Understand the various forms of bullying: Verbal (name calling, teasing, threatening), Physical (hitting, taking or damaging possessions, making someone do things they don't want to do, pushing and shoving), and Social/ Emotional (spreading rumors, ignoring or excluding others, making someone uncomfortable or scared) | 2.1.4.E.3 |  |  |  |
| Recognize in a bullying situation there are three roles: the aggressor (bully), the target, and the bystander  | 2.1.2.F.4 |  |  |  |
| Practice steps for effective conflict resolution and strategies for preventing bullying in the school  | 9.2.4.C.4 |  |  |  |
| Practice appropriate internet etiquette  | 8.1.4.B.3 |  |  |  |
| Describe and demonstrate strategies to prevent, reduce, or deal with conflict and bullying   | 2.1.4.F.4 |  |  |  |
| Describe school efforts to prevent conflict, vandalism, bullying, harassment, and violence   | 2.1.6.F.3 |  |  |  |
| Identify and describe skills necessary to help others in need  | 2.1.4.F.4 |  |  |  |
| Discuss the causes of stress and demonstrate ways to deal with stressful situations  | 2.1.4.F.5 |  |  |  |

|   |           |  |  |  |
|---|-----------|--|--|--|
| Develop positive social skills to interact with others  | 9.2.4.C.1 |  |  |  |
| Distinguish among “good/safe touch”, “bad/unsafe touch”, and “confusing touch” and explain what to do if touching causes uncomfortable feelings | 2.1.2.E.3 |  |  |  |
| Identify safe and appropriate behavior when interacting with strangers, acquaintances, and trusted adults                                       | 2.1.2.E.4 |  |  |  |
| Use a three part safety plan if they are in danger: 1) say no, 2) get away, 3) tell an adult  | 2.1.2.E.4 |  |  |  |
| Explain circumstances when they do not have to obey an adult  | 2.1.2.E.4 |  |  |  |
| Name trustworthy people with whom they feel safe  | 2.1.2.E.4 |  |  |  |
| Differentiate between needs and wants   | 2.1.2.F.1 |  |  |  |

**Focus Topic: Academic Development**

The Student Will...

| Objective(s)  | Alignment | Essential Questions    | Understandings                  | Suggested Assessments           |
|---|-----------|------------------------|---------------------------------|---------------------------------|
| Demonstrate effective communication and listening skills  | 2.2.2.A.4 | Why do well in school? | Achievement builds your future. | Standardized achievement tests  |
| Identify ways to improve listening skills (make eye contact, focus and concentrate, do not interrupt, remove distractions, repeat directions, ask questions to clarify) | 2.2.4.A.4 |                        |                                 | Teacher generated tests/quizzes |
| Identify how work habits impact the quality of one’s work   | 9.1.4.A.3 |                        |                                 | Authentic assessments           |
| Identify positive work habits and attitudes necessary for home, community, and school   | 9.1.4.B.2 |                        |                                 | Self assessment                 |
| Plan and follow steps to make choices and decisions   | 9.2.4.A.2 |                        |                                 | Peer assessment                 |
| Develop group goals   | 2.2.4.E.4 |                        |                                 | Portfolio                       |

**Focus Topic: Career Development**

The Student Will...

| Objective(s)  | Alignment | Essential Questions | Understandings | Suggested Assessments           |
|---|-----------|---------------------|----------------|---------------------------------|
| Recognize and define a problem  | 9.2.4.A.1 |                     |                | Standardized achievement tests  |
| Be introduced to the decision making process. Plan and follow steps to make choices and decisions<br>a) What is the problem?<br>b) What have you tried? And what happened after that?<br>c) What else could you do and what would happen?<br>d) What is your next step? | 9.2.4.A.2 |                     |                | Teacher generated tests/quizzes |
| Identify and access print and non-print resources that can be used to help solve problems   | 9.2.4.A.3 |                     |                | Authentic assessments           |
| Demonstrate brainstorming skills  | 9.2.4.A.4 |                     |                | Self assessment                 |
| Discuss how parents, peers, and the media influence decisions   | 2.2.4.B.2 |                     |                | Peer assessment                 |
| Describe various life roles and work-related activities in the home, community, and school  | 9.1.4.A.1 |                     |                | Portfolio                       |
| Identify reasons people work and how work habits impact the quality of one’s work   | 9.1.4.A.3 |                     |                |                                 |