

**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	How do you determine between a want and a need?	Wants and needs can be met through appropriate strategies.	Standardized achievement tests
Explain that all human beings have basic needs including food, water, sleep, shelter, clothing, and love	2.1.2.F.1	What affect does career choice have on consumer choice?		Teacher generated tests/quizzes
Examine how personal assets and protective factors support healthy development	2.1.6.F.1	What makes other people unique?		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 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			

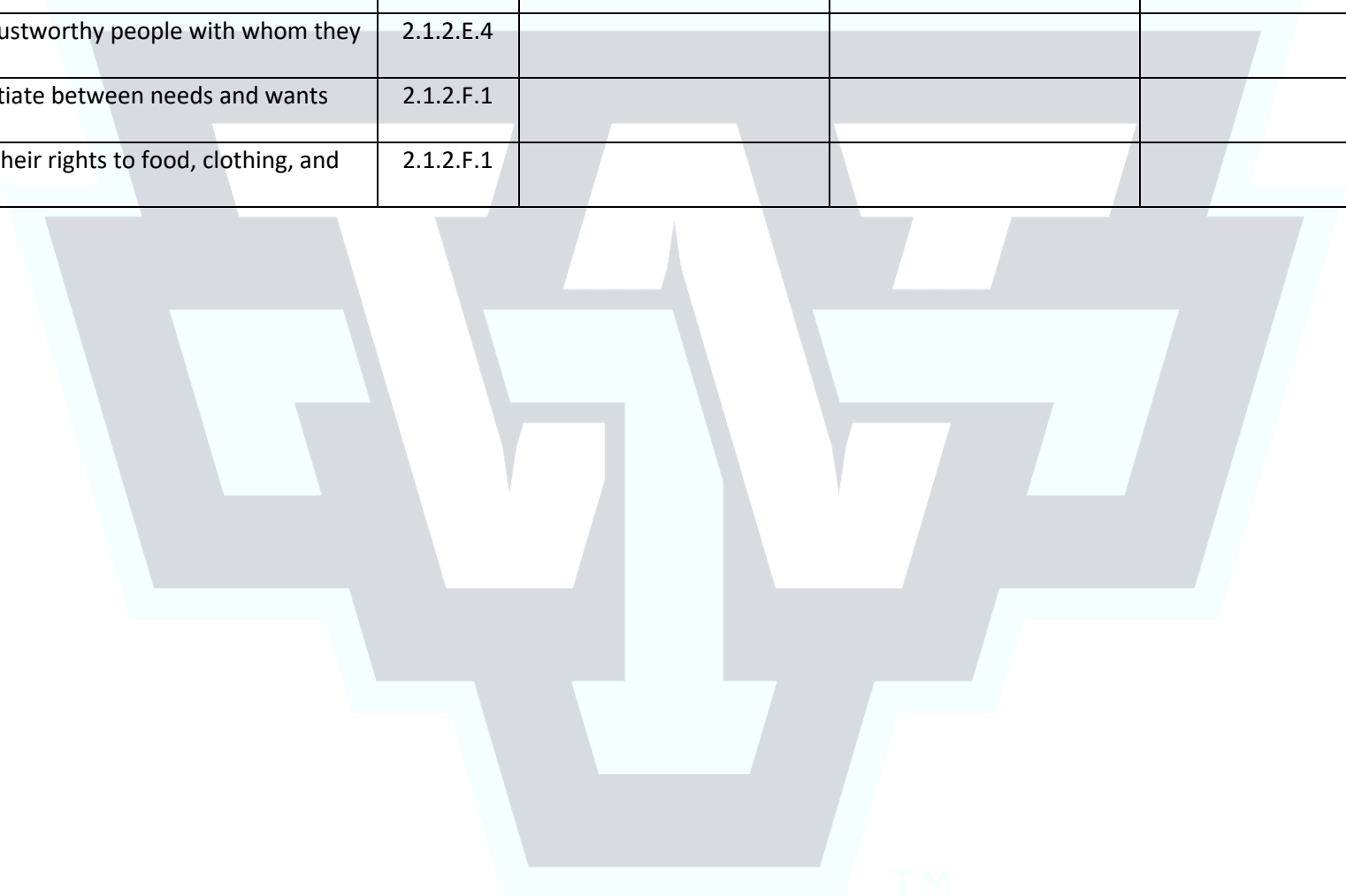
Demonstrate sympathy and empathy	2.1.2.F.2			
Recognize symptoms of anxiety	2.1.2.F.3			
Demonstrate healthy ways to handle anxiety	2.1.2.F.3			
Explain feelings of sadness / being scared	2.2.2.F.2			
Describe how children are alike and different	2.1.2.B.2			
Recognize each person as unique and special	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 and caring	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			
Conduct a cooperative activity or project that addresses a character trait	9.2.4.D.2			
Identify ethical behaviors at school, home and community	9.2.4.D.3			
Demonstrate appropriate use of courtesy words	9.2.4.D.3			
Understand the importance of relationships	9.2.4.D.3			
Explain how volunteering enhances self	2.2.2.E.5			

esteem				
Explain a person’s responsibility to obey the laws and rules	9.2.4.D.4			
Act as a leader and a follower	2.2.2.E.1			
Understand that character reflects in the way the person feels, acts and thinks	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 and citizenship	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 that contribute to successful functioning	2.4.2.A.2			
Explore basic concepts of diversity, tolerance, fairness and respect for others	6.2.2.A.6			
Explore basic concepts of diversity, tolerance, fairness, and respect for others				
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, reduce or mediate 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			
Select and use language appropriate to the situation, including learning and practicing using positive self talk.	9.2.4.C.2			
Discuss and understand that singling someone out for deliberate and repeated harassment is bullying	2.1.4.E.1			
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	2.1.4.E.3			

someone uncomfortable or scared)				
Recognize in a bullying situation there are three roles: the aggressor (bully), the target, and the bystander	2.1.2.F.4			
Understand the important role of the bystander in addressing bullying	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			
Recognize and practice responsible social behaviors when using technology	8.1.4.B.2			
Discuss and understand gang awareness and the importance of when and how to use refusal skills in safety situations	2.2.2.A.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,	2.1.2.E.4			

acquaintances, and trusted adults				
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			
Name trustworthy people with whom they feel safe	2.1.2.E.4			
Differentiate between needs and wants	2.1.2.F.1			
Explain their rights to food, clothing, and shelter	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			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 a) What is the problem? b) What have you tried? And what happened after that? c) What else could you do and what would happen? d) What is your next step?	9.2.4.A.2	What effect does stress have on someone's life?	Coping strategies are learned behaviors.	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			