

**Focus Topic: Personal/Social Development**

The Student Will...

| Objective(s)  | Alignment | Essential Questions                 | Understandings                    | Suggested Assessments           |
|---|-----------|-------------------------------------|-----------------------------------|---------------------------------|
| Discuss the physical, social, emotional, and intellectual dimensions of wellness  | 2.1.6.A.1 | What makes a person unique?         | Each person has unique qualities. | Standardized achievement tests  |
| Discuss how health knowledge, health choices, self-control, resistance, and self-management skills influence wellness           | 2.1.6.A.4 | What makes others unique?           | Friendships are important.        | Teacher generated tests/quizzes |
| Examine how personal assets, and protective factors support healthy social and emotional development                            | 2.1.6.F.1 | How should other people be treated? |                                   | Authentic assessments           |
| Analyze personal interests, abilities, and skills through various measures including self assessments.                          | 9.1.8.A.4 |                                     |                                   | Self assessment                 |
| Compare and contrast ways that individuals, families, and communities cope with change, crisis, rejection, loss, and separation | 2.1.6.F.5 |                                     |                                   | Peer assessment                 |
| Describe the physical and emotional signs of stress and the short-term and long-term impacts of stress                          | 2.1.6.F.4 |                                     |                                   | Portfolio                       |
| Discuss the causes of stress and demonstrate ways to deal with stressful situations   | 9.2.4.B.5 |                                     |                                   |                                 |
| Identify types of loss and demonstrate ways to cope with loss and sadness   | 2.1..F.6  |                                     |                                   |                                 |
| Expand their feelings vocabulary  | 2.2.6.A.3 |                                     |                                   |                                 |

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| Recognize how emotions effect behavior, and how behavior affects others  | 9.2.8.D.2 |  |  |  |
| Recognize symptoms of anger and identify appropriate ways to deal with them  | 2.1.6.F.2 |  |  |  |
| Describe and demonstrate appropriate ways to express emotions, both verbally and non-verbally  | 2.1.6.F.2 |  |  |  |
| Discuss how peer relationships may change during adolescence   | 2.4.6.A.4 |  |  |  |
| Identify what they look for in a group, and why they belong to a group   | 9.2.8.C.6 |  |  |  |
| Discuss how peers impact the way they communicate and express emotions   | 2.1.4.F.2 |  |  |  |
| Recognize positive and negative peer pressure in relationships   | 2.2.6.B.2 |  |  |  |
| Develop positive social skills to interact with others   | 9.2.4.C.1 |  |  |  |
| Discuss the effects of spreading rumors and gossiping  | 9.2.4.C.1 |  |  |  |
| Demonstrate character traits that are important in day-to-day activities in the home, school, and community  | 9.2.4.D.1 |  |  |  |
| Explain and demonstrate how character and behavior affects and influences the actions of others in the home, school, and community                 | 9.2.8.D.1 |  |  |  |
| Conduct a cooperative activity or project that addresses a character trait   | 9.2.4.D.2 |  |  |  |
| Discuss how an individual's character positively impacts individual and group goals and success  | 2.2.4.D.2 |  |  |  |
| Describe and demonstrate appropriate character traits, social skills, and positive attitudes needed for the home, school, community, and workplace | 9.2.4.D.4 |  |  |  |

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| Identify ethical behaviors in the home, school, and community  | 9.2.8.D.3 |  |  |  |
| Describe how personal ethics influence decision making   | 9.2.8.D.4 |  |  |  |
| Demonstrate the appropriate use of courtesy words and understand their importance to relationships   | 9.2.4.D.3 |  |  |  |
| Explain a person’s responsibility to obey the laws and rules   | 9.2.4.D.4 |  |  |  |
| Describe and demonstrate the characteristics of an effective leader  | 2.2.4.E.1 |  |  |  |
| Compare various forms of leadership and implement appropriate leadership strategies when serving in a leadership role  | 2.2.6.E.1 |  |  |  |
| Organize and participate in a school or community service activity and discuss how helping others impacts personal and community wellness                          | 2.2.4.E.7 |  |  |  |
| Discuss how individuals can make a difference by helping others, volunteering and participating in activities through school or community                          | 2.2.6.E.5 |  |  |  |
| Discuss local and state laws that impact personal, family, and community wellness and formulate ways that individuals and groups work together to improve wellness | 2.2.6.E.7 |  |  |  |
| Explain that a citizen is a legally recognized member of the United States with rights and responsibilities  | 6.2.4.D.1 |  |  |  |
| Describe the significant characteristics of an effective citizen   | 6.2.4.D.2 |  |  |  |

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| Discuss the rights and responsibilities of American citizens, including obeying laws, serving on juries, and voting in local, state, and national elections | 6.2.8.D.1  |  |  |  |
| Compare and contrast ways that individuals, families and communities cope with change, crisis, rejection, loss, and separation                              | 2.1.6.F.5  |  |  |  |
| Discuss ways that families adjust to changes in the nature or structure of the family   | 2.4.4.A.3  |  |  |  |
| Discuss how culture and tradition influence personal and family development.  | 2.4.4.A.4  |  |  |  |
| Compare and contrast the interconnected and cooperative roles of family members   | 2.4.6.A.1  |  |  |  |
| Investigate ways that individuals and families enhance and support social and emotional health and meet basic human needs                                   | 2.4.6.A.2  |  |  |  |
| Describe the characteristics of a healthy relationship and discuss factors that support and sustain it  | 2.4.6.A.3  |  |  |  |
| Examine common and diverse traits of other cultures and compare to their own culture  | 6.2.4.E.9  |  |  |  |
| Discuss the impact of stereotyping on relationships, achievement, and life goals  | 6.2.8.E.12 |  |  |  |
| Analyze how prejudice and discrimination may lead to acts of hatred and violence  | 6.2.8.E.13 |  |  |  |
| Recognize bias, vested interest, stereotyping, and the manipulation and misuse of information   | 9.2.8.A.4  |  |  |  |

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| Choose and justify appropriate strategies to deal with conflict, violence, harassment, vandalism, and bullying        | 2.1.6.F.2 |  |  |  |
| Describe home, school, and community efforts to prevent conflict, vandalism, bullying, harassment, and violence       | 2.1.6.F.3 |  |  |  |
| Demonstrate and evaluate the effective use of communication skills, including refusal, negotiation, and assertiveness | 2.2.6.A.3 |  |  |  |
| Identify and access print and non-print resources that can be used to help solve problems                             | 9.2.4.A.3 |  |  |  |
| Demonstrate brainstorming skill   | 9.2.4.A.4 |  |  |  |
| Describe how personal beliefs and attitudes affect decision making  | 9.2.8.A.2 |  |  |  |
| Distinguish among conflict, violence, vandalism, harassment, and bullying and discuss factors that contribute to each | 2.1.4.F.3 |  |  |  |
| Describe and demonstrate strategies to prevent, reduce, or deal with conflict and bullying                            | 2.1.6.F.2 |  |  |  |
| Describe home, school, and community 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 |  |  |  |
| Describe the physical and emotional signs of stress and the short and long term impacts of stress to the human body   | 2.1.6.F.4 |  |  |  |

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| Develop positive social skills to interact with others   | 9.2.4.C.1 |  |  |  |
| Demonstrate respect and flexibility in interpersonal and group situations  | 9.2.8.C.1 |  |  |  |
| Select and use language appropriate to the situation including learning and practicing using positive self talk                                      | 9.2.4.C.2 |  |  |  |
| Work cooperatively with others to solve a problem  | 9.2.8.C.3 |  |  |  |
| Practice the skills necessary to avoid physical and verbal confrontation in individual and group settings  | 9.2.8.C.5 |  |  |  |
| Understand that singling someone out for deliberate and repeated harassment is bullying  | 2.1.4.E.1 |  |  |  |
| Understand the forms of bullying   | 2.1.6.E.4 |  |  |  |
| Describe and understand relational aggression and develop positive social skills to interact with others   | 9.2.4.C.1 |  |  |  |
| Exhibit legal and ethical behaviors when using information and technology, and discuss rewards and risks of the internet                             | 8.1.8.B.4 |  |  |  |
| Describe and practice safe internet usage, including an understanding on how to utilize appropriate resources if confronted with online bully        | 8.1.8.B.4 |  |  |  |
| Discuss and understand gang awareness and the importance of effective use of communication skills, including refusal, negotiation, and assertiveness | 2.2.4.A.3 |  |  |  |

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| Explain that abuse can take several forms, including verbal, emotional, sexual, and physical   | 2.1.4.E.3 |  |  |  |
| Discuss the physical, social, and emotional impacts of all forms of abuse  | 2.1.6.E.4 |  |  |  |
| Discuss what to do if any form of abuse is suspected or occurs   | 2.1.6.E.4 |  |  |  |
| Recognize that touch can elicit pleasant and unpleasant feelings   | 2.1.6.E.4 |  |  |  |
| Discuss the rewards and risks of the Internet, email, and wireless devices   | 8.1.8.B.2 |  |  |  |
| Describe the characteristics of strangers, acquaintances, and trusted adults and demonstrate safe and appropriate ways to deal with each | 2.1.4.E.4 |  |  |  |

**Focus Topic: Academic Development**

The Student Will...

| Objective(s)   | Alignment  | Essential Questions                                       | Understandings                        | Suggested Assessments           |
|--|------------|---|---------------------------------------|---------------------------------|
| Describe and demonstrate active and reflective listening   | 2.2.6.A.4  | Why is school important?                                  | Academic successes impact self worth. | Standardized achievement tests  |
| Discuss the importance of communication, punctuality, time management, organization, decision making and goal setting as they relate to school | 9.1.12.B.4 | In what ways are relationships important while in school? |                                       | Teacher generated tests/quizzes |
| Compare and contrast learning styles   | 9.2.4.B.2  |   |                                       | Authentic assessments           |
| Analyze personal interests, abilities, and skills through various measures including self assessment   | 9.1.8.A.4  |   |                                       | Self assessment                 |
| Identify and assess problems that interfere with attaining goals   | 9.2.8.A.3  |   |                                       | Peer assessment                 |
| Describe how personal beliefs and attitudes affect decision making   | 9.2.8.A.2  |   |                                       | Portfolio                       |
| Develop and implement a personal growth plan that includes short and long term goals to enhance development                                    | 9.2.8.B.1  |   |                                       |                                 |
| Practice goal setting and decision making in areas relative to life skills   | 9.2.8.A.5  |   |                                       |                                 |



**Focus Topic: Career Development**

The Student Will...

| Objective(s)   | Alignment | Essential Questions | Understandings   | Suggested Assessments           |
|--|-----------|---------------------|--|---------------------------------|
| Communicate, analyze data, apply technology, and problem solve   | 9.2.8.A.1 | Why do people work? | Becoming a critical consumer protects their financial well being.                      | Standardized achievement tests  |
| Describe how personal beliefs and attitudes affect decision making   | 9.2.8.A.2 |                     | Hard work, a good education, and self knowledge lay the foundation for career success. | Teacher generated tests/quizzes |
| Outline the steps to making an effective decision  | 2.2.4.B.1 |                     |  | Authentic assessments           |
| Work cooperatively with others to solve a problem  | 9.2.8.C.3 |                     |  | Self assessment                 |
| List problems and their causes, effects, and solutions that are faced in the home, school, and/or community                                      | 9.2.8.D.3 |                     |  | Peer assessment                 |
| Describe how personal ethics influence decision making   | 9.2.8.D.4 |                     |  | Portfolio                       |
| Assess the importance of taking responsibility for their choices and actions   | 9.2.8.D.4 |                     |  |                                 |
| Analyze the influence of family, peers, and the media on decisions and investigate how conflicting interests may influence decisions and choices | 2.2.6.B.2 |                     |  |                                 |
| Define the terms and identify various jobs, occupations, and careers   | 9.1.8.A.1 |                     |  |                                 |
| Apply research skills to career exploration  | 9.1.8.A.3 |                     |  |                                 |
| Analyze personal interests, abilities, and   | 9.1.8.A.4 |                     |  |                                 |

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| skills through various measures including self assessments |  |  |  |  |
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