

SWALLOW SCHOOL DISTRICT CURRICULUM GUIDE

Curriculum Area: **Guidance: Personal & Social Development**

Course Length: Full Year

Grade: **5th-8th**

Date Last Approved: June 2015

Stage 1: Desired Results

Course Description and Purpose:

Students are led through a series of scaffolding exercises in personal & social development to increase their awareness of themselves, develop effective social skills for multicultural world, and understand how they can maintain their overall mental health. The students will: 1) acquire the knowledge, attitudes, and interpersonal skills to understand themselves and appreciate the diverse backgrounds and experiences of others, 2) demonstrate effective decision-making, problem-solving, and goal-setting skills, and 3) understand and use safety and wellness skills.

Enduring Understanding(s):

1. Appreciate social diversity as a cultural strength.
2. Understanding oneself helps to create bonds of common human experience.
3. A good fund of effective social skills creates an ease of relating to others.
4. Self-awareness and self-acceptance promote mental and physical health.

Essential Question(s):

1. What are some methods for understanding yourself?
2. How can you strengthen your good qualities and manage your difficult qualities?
3. What are some methods for understanding others?
4. How can you manage the difficult qualities of others?
5. What are important decision-making steps in setting goals and solving problems?

Learning Targets:

1. Examine self-awareness and self-acceptance as they relate to understanding oneself. (skill)
2. Evaluate interpersonal skills as they relate to understanding oneself and others. (skill)
3. Appraise self-knowledge in the decision-making or goal-setting process. (skill)
4. Support self-management and responsibility for health-promoting behavior. (skill)

Stage 2: Learning Plan

I. Working In Groups

- A. Everyone has a voice.
- B. Develop consensus.
- C. Assign roles.
- D. Establish equitable workloads.

Standards: G.8.2.1

Learning Targets Addressed:

Target 2

Assessment Map:

Type	Level	Assessment Detail
Practice	Knowledge	<ul style="list-style-type: none"> ● Introduce and discuss components of effective group work.
Formative	Reasoning	<ul style="list-style-type: none"> ● Students role-play/work-through a mock group project.
Summative	Product	<ul style="list-style-type: none"> ● Students complete reflection journal and/or survey about effectiveness of the group and themselves as a group member.

II. Disagreeing Respectfully

- A. Calmly explain one's perspective.
- B. Use active listening to hear what someone else is saying.
- C. Act nonjudgmentally.

Standards: E.8.1.3**Learning Targets Addressed:**

Target 1

Assessment Map:

Type	Level	Assessment Detail
Practice	Knowledge	<ul style="list-style-type: none"> • Introduce and discuss various facets of disagreeing with respect for others' perspective.
Formative	Reasoning	<ul style="list-style-type: none"> • Students respond to questions about more and less effective ways to disagree.
Summative	Product	<ul style="list-style-type: none"> • Student role-play scenario in which he or she disagrees with a peer.

III. Negotiating and Compromising

- A. Use active listening skills.
- B. Calmly explain one's perspective.
- C. Establish boundaries of acceptance.
- D. Arrive at consensus.

Standards: D.8.1.1**Learning Targets Addressed:**

Target 2

Assessment Map:

Type	Level	Assessment Detail
Practice	Knowledge	<ul style="list-style-type: none"> • Introduce and discuss boundary-setting and negotiating.
Formative	Reasoning	<ul style="list-style-type: none"> • Students respond to questions about types of boundary-setting and negotiating in various social scenarios.
Summative	Product	<ul style="list-style-type: none"> • Students role-play arriving at a consensus of action in a group activity.

IV. Giving and Getting Support

- A. Use active listening skills.
- B. Use empathy.
- C. Act compassionately.
- D. Accept gestures of kindness.

Standards: D.8.1.1**Learning Targets Addressed:**

Target 2 .

Assessment Map:

Type	Level	Assessment Detail
Practice	Knowledge	<ul style="list-style-type: none"> • Introduce and discuss benefits and difficulty with giving and receiving support.

	Formative	Reasoning	<ul style="list-style-type: none"> Students discuss situations in which giving and/or receiving support seems warranted.
	Summative	Product	<ul style="list-style-type: none"> Students role-play scenarios in which they both give and then receive support.

V. Responding to Bullying

- A. Define “bully”, “bystander”, and “victim”.
- B. Understand and empathize with how bullying affects people.
- C. Understand responses to bullying and how to use them.

Standards: F.8.1.4

Learning Targets Addressed:
Target 4

Assessment Map:

Type	Level	Assessment Detail
Practice	Knowledge	<ul style="list-style-type: none"> Introduce and discuss the various terms associated with, usual reasons for, and effective responses to bullying.
Formative	Reasoning	<ul style="list-style-type: none"> Students respond to questions about bullying.
Summative	Product	<ul style="list-style-type: none"> Students use paper and pencil to identify personal resources to deal with bullying and a mock letter-response to someone who needs advice on how to be a supportive bystander.