

## PERSONAL & SOCIAL DEVELOPMENT

### Standard A:

**Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand themselves and others.**

Students will:

K-3	4-6	7-8	9-12
<p><b>INTRAPERSONAL</b> Utilize problem solving &amp; decision making skills.</p> <p>-Constructed response (problem-solving worksheets/forms with oral and written discussion) -Performance-based (observations, peer mediation, simulations) <b>Formative</b></p> <p>Identify &amp; develop one's own attitudes, values, beliefs, &amp; behaviors in order to develop a healthy self concept.</p> <p>-Constructed response (checklists, lists of strengths, supporting opinions in writing) -Performance-based (observation/recognition program) <b>Formative/Summative</b></p>	<p><b>INTRAPERSONAL</b> Utilize, with increasing independence, problem solving and decision making skills.</p> <p>-Constructed response (problem-solving, worksheets/forms with oral and written discussion) -Performance-based (observations, peer mediation, simulations) <b>Formative</b></p> <p>Develop and refine one's own attitudes, values, beliefs, &amp; behaviors in order to develop a healthy self concept.</p> <p>-Constructed response (checklists, lists of strengths, supporting opinions in writing) -Performance-based (observation/recognition program) <b>Formative/Summative</b></p>	<p><b>INTRAPERSONAL</b> Apply effective communication skills in problem-solving, conflict resolution, teamwork, and compromise.</p> <p>-Constructed response (written and oral responses, interview, unit tests) -Performance-based (observation [group counseling experiences, role play]) <b>Formative/Summative</b></p> <p>Demonstrate a healthy self concept to influence desired behaviors and evaluate the impact on your life and world around you.</p> <p>-Constructed response (written and oral responses, interview, unit tests) -Performance-based (observations [group counseling experiences and role play]) <b>Formative/Summative</b></p>	<p><b>INTRAPERSONAL</b> Apply effective communication skills in problem-solving, conflict resolution, teamwork, and compromise.</p> <p>-Constructed response (oral discussion) -Performance-based (rubric with observation) <b>Formative</b></p> <p>Demonstrate a healthy self concept to influence desired behaviors and evaluate the impact on your life and world around you.</p> <p>-Constructed response (oral discussion) -Performance-based (rubric with observation) <b>Formative</b></p>

<p>Identify and express emotions, appropriately, and apply effective coping skills with support.</p> <p>-Constructed response/Extended response (source books/journals) -Performance-based (feelings thermometer, role play) <b>Formative/Summative</b></p>	<p>Identify and express emotions appropriately, and use effective coping skills with growing independence.</p> <p>-Constructed response/Extended response (source books/journals) -Performance-based (feelings thermometer, role play) <b>Formative/Summative</b></p>	<p>Express emotion and feelings appropriately and apply positive, healthy coping skills.</p> <p>-Constructed response (written and oral responses, interview) -Performance-based (observation [group counseling experiences, role play]) <b>Formative</b></p>	<p>Consistently apply positive and healthy coping skills in increasingly complex situations.</p> <p>-Constructed response (oral discussion) -Performance-based (observation, discipline record with oral and written discussion) <b>Formative</b></p>
<p>Identify and apply “I” statements with support to assertively express needs.</p> <p>-Constructed response (written “I” statements) -Performance-based (observations) <b>Formative</b></p>	<p>Identify and apply “I” statements to assertively express needs.</p> <p>-Constructed response (written “I” statements) -Performance-based (observations) <b>Formative</b></p>	<p>Identify personal strengths, assets and areas of growth and advocate for self accordingly.</p> <p>-Constructed response (written and oral responses, interview, unit tests) -Performance-based (observation [group counseling experiences, role play]) <b>Formative/Summative</b></p>	<p>Identify personal strengths, assets and areas of growth and advocate for self accordingly.</p> <p>-Constructed response (oral discussion) -Performance-based (self assessment [interest inventory] ) -Extended response (career portfolio, student writing) (10th grade group – TBD) <b>Formative/Summative</b></p>
<p>Display flexibility throughout times of transition.</p> <p>-Constructed response (written “I” statements) -Performance based (observations) <b>Formative</b></p>	<p>Display, with increasing independence, flexibility throughout times of transition.</p> <p>-Constructed response (written “I” statements) -Performance-based (observations) <b>Formative</b></p>	<p>Demonstrate relevant strategies when encountering change.</p> <p>-Constructed response (written and oral responses, interview, unit tests) -Performance based (observation [group counseling experiences, role play]) <b>Formative/Summative</b></p>	<p>Demonstrate relevant strategies when encountering change.</p> <p>Performance-based (observation, 5 week report, report card comments) <b>Formative</b></p>

<p>Select and apply “good choices” across a variety of settings.</p> <p>-Constructed response (written “I” statements) -Performance-based (observations) <i>Formative</i></p>	<p>Compare and contrast socially acceptable and unacceptable behavior across a variety of settings and implement those appropriate choices.</p> <p>-Constructed response (written “I” statements) -Performance-based (observations) <i>Formative</i></p>	<p>Demonstrate and apply understanding of the difference between appropriate and inappropriate behavior. Evaluate this behavior and make an action plan if necessary with increased independence.</p> <p>-Constructed response (written and oral responses, interview, unit tests) -Performance-based (observation [group counseling experiences , role play]) <i>Formative/Summative</i></p>	<p>Demonstrate and apply understanding of the difference between appropriate and inappropriate behavior. Evaluate this behavior and make an action plan if necessary with increased independence in more complex situations.</p> <p>-Constructed response (oral discussion) -Performance-based (simulation) <i>Formative</i></p>
<p>Identify and apply the appropriate self-space and privacy needs in a variety of settings and advocate for self.</p> <p>-Constructed response (written “I” statements) -Performance based (observations) <i>Formative</i></p>	<p>Apply and model the appropriate self-space and privacy needs in a variety of settings and advocate for self.</p> <p>-Constructed response (written “I” statements) -Performance based (observations) <i>Formative</i></p>	<p>Respect personal rights, boundaries, and privacy needs of self in more complex settings.</p> <p>-Constructed response (written and oral responses, interview, unit tests) -Performance based (observation [group counseling experiences, role play]) <i>Formative/Summative</i></p>	<p>Respect personal rights, boundaries, and privacy needs of self in more complex settings with growing independence.</p> <p>-Performance-based (observation) Constructed response (oral discussion) <i>Formative</i></p>
<p><b>INTERPERSONAL</b></p>	<p><b>INTERPERSONAL</b></p>	<p><b>INTERPERSONAL</b></p>	<p><b>INTERPERSONAL</b></p>
<p>Identify effective problem solving and conflict resolution skills to work effectively as a member of a team.</p> <p>Performance-based (observations) <i>Formative</i></p>	<p>Apply, with adult support, effective problem solving and conflict resolution skills to work effectively as a member of a team.</p> <p>Performance-based (observations) <i>Formative</i></p>	<p>Independently apply effective problem solving and conflict resolution skills to work effectively as a member of a team.</p> <p>-Constructed response (written reflection on PEACE Day) -Performance-based (observation, extracurricular, Service Learning) -Extended response (journals) <i>Formative/ Summative</i></p>	<p>Independently apply effective problem solving and conflict resolution skills to work effectively as a member of a team.</p> <p>-Performance-based (rubric, observation, peer assessment) -Extended response (group project) <i>Formative</i></p>

<p>Apply the skills to create and maintain friendships.</p> <p>Performance-based (observations) <i>Formative</i></p>	<p>Adjust to changing friendship circles.</p> <p>Performance-based (observations) <i>Formative</i></p>	<p>Develop and maintain positive peer relationships.</p> <p>Constructed response (written reflection on PEACE Day) -Performance-based (observation, extracurricular, Service Learning) -Extended response (journals) <i>Formative/Summative</i></p>	<p>Develop and maintain positive peer relationships.</p> <p>-Constructed response (oral discussion) -Performance-based (observation, self-reflection, simulation) -Extended response (reports, projects) <i>Formative</i></p>
<p>Identify definition of empathy and how to relate to others' feelings.</p> <p>-Constructed response -Extended response (Journaling, Sourcebooks) <i>Formative</i></p>	<p>Express empathy for others.</p> <p>-Constructed response -Extended response (Journaling, Sourcebooks) -Performance-based (observations) <i>Formative</i></p>	<p>Express empathy for others consistently.</p> <p>-Constructed response (written reflection on PEACE Day) -Performance-based (observation, extracurricular, Service Learning) -Extended response (journals) <i>Formative/Summative</i></p>	<p>Express empathy for others consistently.</p> <p>-Constructed response (oral discussion) -Performance-based (observation, self-reflection, simulation) -Extended response (reports, projects) <i>Formative</i></p>
<p>Understand and display respect for others and property.</p> <p>Performance-based (observations) <i>Formative</i></p>	<p>Understand and display respect for others and property.</p> <p>Performance-based (observations) <i>Formative</i></p>	<p>Respect personal rights, boundaries, and privacy needs of others in complex situations.</p> <p>-Constructed response (written reflection on PEACE Day) -Performance-based (observation, extracurricular, Service Learning) -Extended response (journals) <i>Formative/Summative</i></p>	<p>Respect personal rights, boundaries, and privacy needs of others with growing independence.</p> <p>-Constructed response (oral discussion) Performance-based (observation, self-reflection, simulation) -Extended response (reports, projects) <i>Formative</i></p>

<p>Identify the needs of others.</p> <p>-Performance-based (observations) <i>Formative</i></p>	<p>Identify and appropriately respond to the needs of others.</p> <p>-Performance-based (observations) <i>Formative</i></p>	<p>Anticipate when others may be in need and respond appropriately.</p> <p>-Constructed response (written reflection on PEACE Day) -Performance-based (observation, extracurricular, Service Learning) -Extended Response (journals) <i>Formative/Summative</i></p>	<p>Advocate for others in need.</p> <p>-Constructed response (oral discussion) -Performance-based (observation, self-reflection, simulation) -Extended response (reports, projects) <i>Formative</i></p>
<p>Identify socially acceptable body language and voice (tone, volume, rate).</p> <p>Performance-based (observations) <i>Formative</i></p>	<p>Interpret and apply socially acceptable body language and voice (tone, volume, rate).</p> <p>Performance-based (observations) <i>Formative</i></p>	<p>Interpret and apply socially acceptable body language and voice (tone, volume, rate).</p> <p>-Constructed response (written reflection on PEACE Day) -Performance-based (observation, extracurricular, Service Learning) -Extended Response (journals) <i>Formative/Summative</i></p>	<p>Interpret and apply socially acceptable body language and voice (tone, volume, rate).</p> <p>-Constructed response (oral discussion) -Performance-based (observation, self-reflection, simulation) -Extended response (reports, projects) <i>Formative</i></p>
<p>Recognize individual differences and cultural diversity.</p> <p>Constructed response (Think-alouds) <i>Summative</i></p>	<p>Display understanding for individual differences and cultural diversity.</p> <p>Constructed response (Think-alouds) <i>Summative</i></p>	<p>Display acceptance and respect for individual differences and cultural diversity.</p> <p>-Constructed response (written reflection on PEACE Day) -Performance-based (observation, extracurricular, Service Learning) -Extended Response (journals) <i>Formative/Summative</i></p>	<p>Display acceptance and respect for individual differences and cultural diversity.</p> <p>-Constructed Response (oral discussion ) Performance-based (observation, self-reflection, simulation) -Extended response (reports, projects) <i>Formative</i></p>

## PERSONAL & SOCIAL DEVELOPMENT

### Standard B:

**Students will make decisions, set goals, and take necessary action to achieve goals.**

Students will:

K-3	4-6	7-8	9-12
<p><b>GOALS/PLANNING</b></p> <p>Set short term and long term goals, and reflect on progress.</p> <p>-Constructed response (goal-setting worksheets with oral discussion) <i>Formative</i></p>	<p><b>GOALS/PLANNING</b></p> <p>Set short term and long term goals, and reflect on progress.</p> <p>-Performance-based (observations) <i>Formative</i></p>	<p><b>GOALS/PLANNING</b></p> <p>Produce short term and long term goals and develop an action plan to set and achieve realistic goals.</p> <p>-Constructed response -Performance-based (4 year plan with self reflection, report card comments, behavior plans, IEPs, 504 plans with observation) -Extended response- (long term projects in academic subjects with checklists) <i>Formative/Summative</i></p>	<p><b>GOALS/PLANNING</b></p> <p>Produce short term and long term goals and implement an action plan to set and achieve realistic goals.</p> <p>-Performance-based (self assessment, oral discussion, checklists, observations, [post-high school transition planning]) <i>Formative/Summative</i></p>
<p>Evaluate and monitor progress toward individual goals with adult support.</p> <p>-Performance-based (self assessment, oral discussion, checklist, observations) <i>Formative/Summative</i></p>	<p>Independently evaluate and monitor progress toward goals.</p> <p>-Performance-based (observations) <i>Formative</i></p>	<p>Independently evaluate the effectiveness of a plan and adjust accordingly.</p> <p>-Constructed response -Performance-based (4 year plan with self reflection, report card comments, behavior plans, IEPs, 504 plans with observation) -Extended response- (long term projects in academic subjects with checklists) <i>Formative/Summative</i></p>	<p>Independently evaluate the effectiveness of a plan and adjust accordingly.</p> <p>-Performance-based (self assessment, oral discussion, checklist, observations) [post-high school transition planning] <i>Formative/Summative</i></p>

<p>Predict and explain consequences of various decisions and actions.</p> <p>-Performance-based (self assessment, oral discussion, checklist, observations) <i>Formative/Summative</i></p>	<p>Reflect on the cause and effect of one's actions, and set a goal for improvement.</p> <p>-Performance-based (observations) <i>Formative</i></p>	<p>Evaluate consequences of decisions and choices, and set a goal for improvement.</p> <p>-Constructed response -Performance-based (4 year plan with self reflection, report card comments, behavior plans) -Extended Response- (long term projects in academic subjects with checklists) <i>Formative/Summative</i></p>	<p>Evaluate consequences of decisions and choices, and set a goal for improvement.</p> <p>Performance-based (self assessment, oral discussion, checklist, observations)[<i>post-high school transition planning</i>] <i>Formative/Summative</i></p>
<p><b>PERSONAL GROWTH</b></p>	<p><b>PERSONAL GROWTH</b></p>	<p><b>PERSONAL GROWTH</b></p>	<p><b>PERSONAL GROWTH</b></p>
<p>Identify the characteristics of a positive role model.</p>	<p>Identify and associate with positive role models and peer groups.</p>	<p>Associate with mentors, positive role models and peer groups.</p>	<p>Surround self with mentors, positive role models and peer groups.</p>
<p>-Constructed response (list, web) -Performance-based (observation) <i>Formative</i></p>	<p>-Constructed response (list, web) -Performance-based (observation) <i>Formative</i></p>	<p>-Constructed response (interviews, journal entries) -Performance-based (participation in Peer Mediation, Natural Helpers, extracurricular activities, discipline referrals with oral discussion and written response, report card comments) -Extended Response- (journals) <i>Formative/Summative</i></p>	<p>-Constructed response (oral discussion) -Performance-based (problem-solving rubric with oral discussion) <i>Formative</i></p>

<p>Identify and apply strategies to enhance personal growth.</p> <p>-Constructed response (list, web) -Performance-based (observation) <b>Formative</b></p> <p>Model perseverance skills in working toward goals and overcoming obstacles.</p> <p>-Constructed response (list, web) -Performance-based (observation) <b>Formative</b></p>	<p>Apply strategies to enhance personal growth and reflect on the impact.</p> <p>-Constructed response (list, web) -Performance-based (observation) <b>Formative</b></p> <p>Model resiliency skills.</p> <p>-Constructed response (list, web) -Performance-based (observation) <b>Formative</b></p>	<p>Utilize self-reflection strategies to enhance personal growth.</p> <p>-Constructed response (interviews, journal entries) -Performance-based (participation in Peer Mediation, Natural Helpers, extracurricular activities, discipline referrals with oral discussion and written response, report card comments) <b>Formative</b></p> <p>Utilize persistence and perseverance in overcoming obstacles and achieving success.</p> <p>-Constructed response (interviews, journal entries) -Performance-based (participation in Peer Mediation, Natural Helpers, extracurricular activities, discipline referrals with oral discussion and written response, report card comments) -Extended Response-(journals) <b>Formative/Summative</b></p>	<p>Utilize self-reflection strategies to further enhance personal growth.</p> <p>-Constructed Response (oral discussion) -Performance-based (problem-solving rubric with oral discussion) <b>Formative</b></p> <p>Utilize persistence and perseverance in overcoming obstacles and achieving success.</p> <p>-Constructed response (oral discussion) -Performance-based (problem-solving rubric with oral discussion) <b>Formative</b></p>
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## PERSONAL & SOCIAL DEVELOPMENT

### Standard C:

**Students will understand safety and survival skills.**

Students will:

K-3	4-6	7-8	9-12
<p>Recognize problematic or dangerous situations and apply decision-making skills to keep themselves and others safe.</p> <p><i>-Constructed response (surveys, worksheets, think-aloud) Performance-based (observations) Formative</i></p>	<p>Recognize problematic or dangerous situations and apply decision-making skills to keep themselves and others safe.</p> <p><i>-Constructed response (surveys, worksheets, think-aloud) Performance-based (observations) Formative</i></p>	<p>Follow safety rules and laws and demonstrate an understanding of the ramifications for noncompliance.</p> <p><i>-Constructed Response- (short answer written response, discussion) -Extended response (projects, reports in health class) **Other assessments TBD Formative/Summative</i></p>	<p>Follow safety rules and laws, and demonstrate an understanding the ramifications for noncompliance in more complex situations.</p> <p><i>-Constructed Response (oral discussion) -Performance-based (rubric, discipline record with student writing Formative/Summative</i></p>
<p>Identify and understand healthy and unhealthy choices.</p> <p><i>Constructed response (surveys, worksheets, think-aloud) Performance-based (observations) Formative</i></p>	<p>Compare and contrast healthy and unhealthy choices.</p> <p><i>Constructed response (surveys, worksheets, think-aloud) Performance-based (observations) Formative</i></p>	<p>Analyze problematic or dangerous situations and apply decision-making skills to stay safe.</p> <p><i>-Constructed Response- (short answer written response, discussion) -Extended response- (projects, reports in health class) **Other assessments TBD Formative/Summative</i></p>	<p>Analyze problematic or dangerous situations and apply decision-making skills to stay safe.</p> <p><i>-Constructed Response (oral discussion) -Performance-based (rubric, discipline record with student writing) Formative/ Summative</i></p>

<p>Recognize the difference between a comfortable and uncomfortable touch, and advocate when necessary.</p> <p>-Constructed response (surveys, worksheets, think-aloud) -Performance-based (observations) <b>Formative</b></p> <p>Identify and explain the difference between situations requiring peer support and situations requiring adult intervention.</p> <p>-Constructed response (surveys, worksheets, think-aloud) -Performance-based (observations) <b>Formative</b></p>	<p>Recognize the difference between a comfortable and uncomfortable touch, and use assertiveness and refusal skills to advocate when necessary.</p> <p>-Constructed response (surveys, worksheets, think-aloud) -Performance-based (observations) <b>Formative</b></p> <p>Differentiate between situations requiring peer support and situations requiring adult intervention.</p> <p>Constructed response (surveys, worksheets, think-aloud) -Performance-based (observations) <b>Formative</b></p>	<p>Analyze and evaluate the consequences of sexual activity.</p> <p>-Constructed response- (short answer written response, discussion) -Extended response (projects, reports in health class) <b>Formative/Summative</b></p> <p>Differentiate between appropriate and inappropriate physical contact and assert refusal skills when feeling uncomfortable or threatened.</p> <p>-Constructed response (short answer written response to disciplinary action) -Performance-based (referrals, observations, unit tests, skits in health class, frequency log of nurse/counselor) -Extended response (projects, reports in health class) <b>Formative/Summative</b></p> <p>Seek adult/peer intervention when appropriate.</p> <p>-Constructed response (short answer written response to disciplinary action) -Performance-based (referrals, observations, unit tests, skits in health class, frequency log of nurse/counselor) -Extended response (projects, reports in health class) <b>Formative</b></p>	<p>Analyze and evaluate the consequences of sexual activity.</p> <p>-Constructed response (oral discussion) -Performance-based (role play ) <b>Formative</b></p> <p>Differentiate between appropriate and inappropriate physical contact and assert refusal skills when feeling uncomfortable or threatened in more complex situations.</p> <p>-Constructed response (discussion, self - reflection) <b>Formative</b></p> <p>Seek adult/peer intervention when appropriate.</p> <p>-Constructed response (oral discussion (Health)) -Performance-based (observation) <b>Formative</b></p>
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<p>Identify trusted adults and utilize when needed.</p> <p>-Constructed response (surveys, worksheets, think-aloud) -Performance-based (observations) <b>Formative</b></p>	<p>Identify school and community resources, and know how to access them when needed.</p> <p>-Constructed response (surveys, worksheets, think-aloud) -Performance-based (observations) <b>Formative</b></p>	<p>Identify and locate resources within the school and community, and seek help if needed.</p> <p>-Constructed response (short answer written response to disciplinary action) -Performance-based (referrals, observations, unit tests, skits in health class, frequency log of nurse/counselor) -Extended response (projects, reports in health class) <b>Formative/Summative</b></p>	<p>Identify and locate resources within the school and community, and seek help if needed.</p> <p>-Constructed response (oral discussion (Health)) -Performance-based (observation) <b>Formative</b></p>
<p>Apply appropriate techniques to manage stress.</p>	<p>Select and apply a range of appropriate techniques to manage stress.</p>	<p>Describe the mind/body connection to stress and select appropriate techniques for managing stress.</p>	<p>Evaluate the impact on the mind/body connection to stress and apply appropriate techniques for managing stress.</p>
<p>-Constructed response (surveys, worksheets, think-aloud) -Performance-based (observations) <b>Formative</b></p>	<p>-Constructed response (surveys, worksheets, think-aloud) -Performance-based (observations) <b>Formative</b></p>	<p>-Constructed response (short answer written response to disciplinary action) -Performance-based (referrals, observations, unit tests, skits in health class, frequency log of nurse/counselor) -Extended response (projects, reports in health class) <b>Formative/Summative</b></p>	<p>-Constructed response oral discussion -Performance-based simulation (PE, Health) <b>Formative</b></p>
<p>State personal information &amp; practice safe disclosure (i.e. telephone number, home address, &amp; emergency contact).</p>	<p>Apply safe use of media &amp; technology (i.e. internet) and understand the ramifications of unsafe use.</p>	<p>Apply safe use of media &amp; technology (i.e. internet) &amp; understand ramifications of unsafe use.</p>	<p>Apply safe use of media &amp; technology (i.e. internet) and understand the ramifications of unsafe use.</p>
<p>-Constructed response (short answer worksheet) -Performance-based (observations, simulations) <b>Formative</b></p>	<p>-Constructed response (short answer oral discussion, written response) -Performance-based(observation) <b>Formative</b></p>	<p>-Constructed response (short answer written response to disciplinary action) -Performance-based (referrals, observations, unit tests, skits in health class, frequency log of nurse/counselor) -Extended response (projects, reports in health class) <b>Formative/Summative</b></p>	<p>-Constructed response (oral discussion, verbal reflection) -Performance-based (observation, discipline folder) <b>Formative</b></p>

