

## Interpersonal Relationships Bundle 1

<b>Essential Outcome:</b> Students examine interrelationships among thinking, communication, leadership and management process to address individual, family, community and workplace issues.			
<b>Standards &amp; Indicators:</b> 1.5			
<b>Declarative Knowledge (What they will know)</b>		<b>Procedural Knowledge (What they will do)</b>	
<b>Learning Goals</b>	<b>(What the students should be learning)</b> <ol style="list-style-type: none"> <li>1. Explain how to handle issues that may arise in the family, community &amp; workplace.</li> <li>2. List various types of family crises &amp; explain their effect on the individuals &amp; family.</li> </ol>	<b>Processes</b>	<b>(The actions the students will perform)</b> <ul style="list-style-type: none"> <li>• Take lecture notes</li> <li>• Read textbook for information</li> <li>• Access prior knowledge</li> <li>• Participate in class discussions</li> </ul>
<b>Organizing Ideas</b>	<b>(The Concepts taught)</b> Recognize what is available to help people handle crises including: mental & physical health, financial resources, strong family relationships & support. Community resource: shelters, hotline, intervention services, & support groups.		
<b>Details</b>	<b>(Activities or actions –write, use, identify)</b> <ul style="list-style-type: none"> <li>• Describe strategies for management of problems &amp; crises in the family, community &amp; workplace</li> <li>• ID resources that can help</li> </ul>	<b>Skills</b>	<b>(Applied knowledge the student will execute)</b> <ul style="list-style-type: none"> <li>• Apply/use New Vocabulary Words</li> <li>• Work in group or individually to come up with strategies or ideas for positive ways to address individual, family, community &amp; workplace issues</li> </ul>
<b>Vocabulary</b>	<b>(Words <u>essential</u> to this bundle)</b> Communications, community, leadership, family work place, job, career		

### Quarter 1: 4 weeks

<b>Resources</b>	<b>(What materials do you use?)</b>  Textbook, computer, Internet, State Guideline for Course, transparencies, video/DVD, art supplies, text workbooks	<b>Activities</b>	<b>(The actual assignments, projects, and learning activities you use to teach the bundle. Also, list the assessments for the Bundle here by Title)</b> <ul style="list-style-type: none"> <li>• Participation in open questions &amp; discussions</li> <li>• Projects and Presentations</li> <li>• Individual assignments and workbook pps.</li> <li>• Poster of different types of ???</li> <li>• Quizzes and Tests</li> </ul>
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## Interpersonal Relationships Bundle 2

<b>Essential Outcome:</b> Students explore characteristics and consequences of healthy and unhealthy relationships.			
<b>Standards &amp; Indicators:</b> 2.3			
<b>Declarative Knowledge (What they will know)</b>		<b>Procedural Knowledge (What they will do)</b>	
<b>Learning Goals</b>	(What the students should be learning) 1. Describe the ways to promote friendships & relationships. 2. ID form & informal relationships. 3. Recognize love, infatuation, friendships etc.	<b>Processes</b>	(The actions the students will perform) <ul style="list-style-type: none"><li>• Take lecture notes</li><li>• Read textbook for information</li><li>• Access prior knowledge</li><li>• Participate in class discussions</li><li>• Make poster of dating rules</li></ul>
<b>Organizing Ideas</b>	(The Concepts taught) No one should put up with emotional or physical abuse in a relationship. Also to be able to recognize it when it happens to you.		
<b>Details</b>	(Activities or actions –write, use, identify) <ul style="list-style-type: none"><li>• Give examples of when &amp; how to end a relationship</li><li>• Explain the functions, roles and rules of dating</li></ul>	<b>Skills</b>	(Applied knowledge the student will execute) <ul style="list-style-type: none"><li>• Apply/use New Vocabulary Words</li><li>• Work in groups to come up with strategies for identifying healthy &amp; unhealthy relationships</li></ul>
<b>Vocabulary</b>	(Words <u>essential</u> to this bundle) Character, consequences, intimacy, infatuation, privacy, rape, friendships, dating: informal, & formal		
<b>Quarter 1: 4 weeks</b>			
<b>Resources</b>	(What materials do you use?)  Textbook, computer, Internet, State Guideline for Course, transparencies, video/DVD, art supplies, text workbooks	<b>Activities</b>	(The actual assignments, projects, and learning activities you use to teach the bundle. Also, list the assessments for the Bundle here by Title) <ul style="list-style-type: none"><li>• Participation in open questions &amp; discussions</li><li>• Projects and Presentations</li><li>• Individual assignments and workbook pps.</li><li>• Poster of different types of ????</li><li>• Quizzes and Tests</li></ul>

### Interpersonal Relationships Bundle 3

<b>Essential Outcome:</b> Students examine ways relationships are influenced by personal characteristic and stages of physical, intellectual, emotional, social, and moral development.			
<b>Standards &amp; Indicators:</b> 3.1			
<b>Declarative Knowledge (What they will know)</b>		<b>Procedural Knowledge (What they will do)</b>	
<b>Learning Goals</b>	(What the students should be learning) <ul style="list-style-type: none"><li>Explain how a person’s character is reveled by his/her behavior/development.</li><li>Summarize theories of Maslow’s, Kohlberg’s, and Piaget’s concerns to personal development &amp; growth.</li></ul>	<b>Processes</b>	(The actions the students will perform) <ul style="list-style-type: none"><li>Take lecture notes</li><li>Read textbook for information</li><li>Access prior knowledge</li><li>Participate in class discussions</li></ul>
<b>Organizing Ideas</b>	(The Concepts taught) <ul style="list-style-type: none"><li>Image of self, that is your self-concept, begins to form at an early age</li><li>Student will learn how to make correct choices in life by using “The “Decision-Making Process”</li></ul>		
<b>Details</b>	(Activities or actions –write, use, identify) <ul style="list-style-type: none"><li>ID roles of support systems in early childhood growth &amp; development</li></ul>	<b>Skills</b>	(Applied knowledge the student will execute) <ul style="list-style-type: none"><li>Apply/use New Vocabulary Words</li><li>List stages of physical, intellectual, emotional, social and moral development</li></ul>
<b>Vocabulary</b>	(Words essential to this bundle) Relationships, physical, intellectual, emotional, social, moral, choices, decisions		
<b>Quarter 1: 4 weeks</b>			
<b>Resources</b>	(What materials do you use?)  Textbook, computer, Internet, State Guideline for Course, transparencies, video/DVD, art supplies, text workbooks	<b>Activities</b>	(The actual assignments, projects, and learning activities you use to teach the bundle. Also, list the assessments for the Bundle here by Title) <ul style="list-style-type: none"><li>Participation in open questions &amp; discussions</li><li>Projects and Presentations</li><li>Individual assignments and workbook pps.</li><li>Poster of different types of ????</li><li>Quizzes and Tests</li></ul>

### Interpersonal Relationships Bundle 4

<b>Essential Outcome:</b> Students explore ways of expressing attitudes through verbal and nonverbal behaviors and ways these behaviors influence communication.			
<b>Standards &amp; Indicators:</b> 4.2			
<b>Declarative Knowledge (What they will know)</b>		<b>Procedural Knowledge (What they will do)</b>	
<b>Learning Goals</b>	<b>(What the students should be learning)</b> 1. Recognize ways we communicate w/others. 2. Identify different levels of communications. 3. Judge the importance of good listening skills as well as speaking.	<b>Processes</b>	<b>(The actions the students will perform)</b> <ul style="list-style-type: none"><li>• Take lecture notes</li><li>• Read textbook for information</li><li>• Access prior knowledge</li><li>• Participate in class discussions</li></ul>
<b>Organizing Ideas</b>	<b>(The Concepts taught)</b> <ul style="list-style-type: none"><li>• To communicate effectively, sender needs to convey clear, accurate and complete message. Receiver needs skills in listening &amp; interpreting the message.</li><li>• Body language is communication</li></ul>		
<b>Details</b>	<b>(Activities or actions –write, use, identify)</b> <ul style="list-style-type: none"><li>• Evaluate the importance of good listening &amp; communications skills</li></ul>	<b>Skills</b>	<b>(Applied knowledge the student will execute)</b> <ul style="list-style-type: none"><li>• Apply/use New Vocabulary Words</li><li>• Apply verbal and nonverbal ways of communication in everyday experiences</li></ul>
<b>Vocabulary</b>	<b>(Words <u>essential</u> to this bundle)</b> Attitude, verbal, nonverbal, behaviors, empathy, sympathy, feedback, body lang. hotline, hot topics, I-messages		
<b>Quarter 1: 4 weeks</b>			
<b>Resources</b>	<b>(What materials do you use?)</b>  Textbook, computer, Internet, State Guideline for Course, transparencies, video/DVD, art supplies, text workbooks	<b>Activities</b>	<b>(The actual assignments, projects, and learning activities you use to teach the bundle. Also, list the assessments for the Bundle here by Title)</b> <ul style="list-style-type: none"><li>• Participation in open questions &amp; discussions</li><li>• Projects and Presentations</li><li>• Individual assignments and workbook pps.</li><li>• Poster of different types of ????</li><li>• Quizzes and Tests</li></ul>

## Interpersonal Relationships Bundle 5

<b>Essential Outcome:</b> Students implement strategies to increase tolerance of individual or group differences; prevent bullying violence and abuse; and encourage peaceful resolution of conflict.			
<b>Standards &amp; Indicators:</b> 5.4			
<b>Declarative Knowledge (What they will know)</b>		<b>Procedural Knowledge (What they will do)</b>	
<b>Learning Goals</b>	(What the students should be learning) 1. ID resources & support systems that can help people manage crises. 2. Describe strategies for the management of problems & crises.	<b>Processes</b>	(The actions the students will perform) <ul style="list-style-type: none"><li>• Take lecture notes</li><li>• Read textbook for information</li><li>• Access prior knowledge</li><li>• Participate in class discussions</li></ul>
<b>Organizing Ideas</b>	(The Concepts taught)  Good communication skills and understanding provides you with an opportunity to communicate with a variety of diversified groups of people		
<b>Details</b>	(Activities or actions –write, use, identify) <ul style="list-style-type: none"><li>• Understand the importance of tolerance towards others</li><li>• Value the contributions of diversity in our society</li></ul>	<b>Skills</b>	(Applied knowledge the student will execute) <ul style="list-style-type: none"><li>• Apply/use New Vocabulary Words</li><li>• Work in groups to come up with strategies for positive self-esteem and self confidence</li><li>• Accepting diversity in others</li></ul>
<b>Vocabulary</b>	(Words essential to this bundle) Implement, strategies, tolerance, group, violence, abuse, bullying, resolution, apathy, bonding, cyber bullying, hazing, stereotype, prejudices, cliques, gangs		
<b>Quarter 1: 4 weeks</b>			
<b>Resources</b>	(What materials do you use?)  Textbook, computer, Internet, State Guideline for Course, transparencies, video/DVD, art supplies, text workbooks	<b>Activities</b>	(The actual assignments, projects, and learning activities you use to teach the bundle. Also, list the assessments for the Bundle here by Title) <ul style="list-style-type: none"><li>• Participation in open questions &amp; discussions</li><li>• Projects and Presentations</li><li>• Individual assignments and workbook pps.</li><li>• Poster of different types of ????</li><li>• Quizzes and Tests</li></ul>