



Dominican International School

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PERSONAL/ PERSONALITY & SOCIAL DEVELOPMENT

GRADE LEVEL	7
SCHOOL YEAR	2022-2023
TEACHER	Remedios “Bing” Racadio
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COURSE DESCRIPTION:

Welcome to PSD 7 !

Personality traits and social skills are not inborn or genetically inherent. We have to develop or enhance these traits. We are the one who can develop our whole personality. There are others like our parents, teachers and even good friends who are always there to help us but the actual hero is within us. If we are interested to develop our personality and social skills, we need to learn many things apart from the usual academic subjects we have and these are the following:

- ❖ *Behavioral Skills include Basic Etiquette; Projecting Positive Image; Accepting Differences.*
- ❖ *Communication Skills include Public Speaking Skills; Body language Skills; Conversation Skills.*
- ❖ *Social Skills include Friends Making Skills and Relationship Skills.*
- ❖ *Self or Auto suggestions skills and much more which cannot be listed here.*

Personal-social skills are abilities children must **develop** to care for themselves (life skills, etc) and interact with others (playing games, understanding feelings of others). **Personal development** is about how children understand themselves and what they can do.

Personality: the relatively consistent blend of emotions, temperament, thought, and behavior that makes each person unique.

Characteristic ways of feeling, thinking, and acting, that reflect both

inborn and environmental influences, affect the way we respond to others and adapt to our world.

Personality development is intertwined with **social relationships** and these elements are inseparable.

A person can only be a real humane person when he/she can be successful in fulfilling his/her whole responsibility and the above mentioned point are the key points and landmarks to make one RESPONSIBLE, RATIONAL, ASSERTIVE, BRAVE and THE BEST PERSON HE/ SHE CAN BE.

Teaching Strategies

Classroom interaction is emphasized. Students' curiosity and knowledge about their own personality and others, their own lives and their purpose in the society are greatly given emphasis. They will be encouraged to come up with ideas/ activities to promote socialization, cooperation and working together and the importance of abiding rules. Development of Self Worth and Social Skills and Consistent Practice through application and through their own teachings will be made and be part of their learning. Presentation of their own projects/ programs of activities that promotes development of personality such as social programs are part of their understanding and changing process.

Student Activities

Students will participate in classroom activities such as discussions, skill building activities, enrichment activities, and presentations. In addition, students through these activities are expected to have the opportunity to build their knowledge and skills that empowers students to promote the development of their personality and social skills.

Assessments

Grades will be derived from Quizzes, Recitation, Group/Individual Projects (PBL), Homework, Chapter Tests, and Quarter Exams.

Primary Textbook

Committee for Children. Second Step – Student Success Through Prevention: STEPPING IN. Committee for Children Organization, Copyright 2008.

Other References:

Robin Thompson. *Be the Best You Can Be: A Guide to Etiquette and Self Improvement for Children and Teens*.1999.

Sheryl Eberly. *365 Manners Kids Should Know*. Three Rivers Press. 2001

Technology Resources – Videos/ Visual and Reading Aid Transparencies and Internet Resources

Visual and Reading Transparencies and Videos will be used during lecture for proper understanding of the subject matter/ topic and for additional student resources. I also strongly encourage my students to make an online visit for added resources, updates and activity to

Bullying: <http://www.education.com/topic/school-bullying-teasing/>

Careers: http://www.kids.gov/6_8/6_8_careers.shtml

History of Dance:

<http://centralhome.com/ballroomcountry/history.htm>

Food Around the World: <http://intl-food.com/glossary.php>

Table Manners:

http://www.mannersinternational.com/etiquette_tips_table.asp

<http://etiquettescholar.com/>

ADDITIONAL INFORMATION – Please see Google Classroom for more information.

Class codes: Grade 7 St. Thomas = **n56skmr**

Grade 7 Bl. Jordan = **6m6z63w**

Copying (plagiarism) is a serious offense and a form of theft. In certain cases, it is also a criminal offense. It is defined as taking words, phrasing, sentence structure, or any other element of the expression of another person's ideas, and using them as if they were your own. Plagiarism is a violation of another person's rights, whether the material stolen is great or small – it is not a matter of degree or intent. Plagiarism has serious consequences.

Any act of plagiarism will result in an automatic zero on the entire assignment

Course Planner

The following tables represent the topics covered in this course.

FIRST QUARTER COURSE OBJECTIVES

BULLYING/ ACCEPTING DIFFERENCES
<ul style="list-style-type: none">• Preview concepts.• Describe and define what is bullying.• Identify the factors that cause bullying.• Explain and synthesize the predisposing factors that leads to bullying and bullying behavior• Compare and contrast the different types of bullying.• Plan and List down ways how to stop bullying.• Summarize and create a list of the possible physical and psychological problems that a bully and the being bullied had to undergo.• Appraise and promote ways to manage and totally eradicate bullying issues.• Accept differences and understanding different personalities.• Support the legal implications of bullying.• Explain the principle behind the “Bystander Effect”.• Evaluate and explain why cyber bullying is one of the most common forms of bullying.• Summarize and justify your rights as a child and as a person.• Apply learned knowledge and skills.• Extend concepts.• Assess goals objectives.

FIRST QUARTER TENTATIVE WEEKLY SCHEDULE

WEEK/ DATE	TOPICS/LESSONS
	(NB: Depending on time and interest, the teacher may delete and/or add other selections.)
Week 1 Aug 10 th to 12 th	Week 1 I. Class Orientation

<p>3 Days of Class 10~ First Day / Orientation Day</p>	<ul style="list-style-type: none"> a. Getting Know b. Class Rules <ul style="list-style-type: none"> i. Attendance & Tardiness ii. Submission of Work iii. Portfolio iv. Disciplinary Actions c. Grading System <p>II. Ice Breaker “Getting to Know”</p> <p>III. Lecture 1 = Brief Overview of this SY topics in PSD</p>
<p>Week 2 Aug 15th to 19th Opening Mass</p>	<p style="text-align: center;">Week 2</p> <p>I. Lecture #2 – INTRODUCTION to BULLYING</p> <p>VIDEO ANALYSIS</p>
<p>Week 3 Aug 22nd to 26th</p>	<p style="text-align: center;">Week 3</p> <p>Activity: Homework Presentation</p> <p>I. Lecture #3 – TYPES OF BULLYING</p> <p>Assignment: Reflection: If you know someone that was being bullied or you yourself is a victim of Bullying, how would a person feel in your own perspective of being a victim of such an issue. How can we stop Bullying in our own little way?</p>
<p>Week 4 Aug 29th to Sep 2nd</p>	<p style="text-align: center;">Week 4</p> <p>I. Lecture #4 – BYSTANDER EFFECT/ FRIENDS AND ALLIES</p> <p>Assignment: Prepare for Quiz: 1 to 3</p>
<p>Week 5 Sep 5th to 9th 4 Days of Class 8~ Mass & Birthday Mother Mary 9th – Moon Festival</p>	<p style="text-align: center;">Week 5</p> <p>Quiz: Lecture 1-3</p> <p>I. Lecture # 5 – AFTER EFFECTS OF BULLYING</p> <ul style="list-style-type: none"> • Self Esteem • Self-Inflicted Pain • Suicide

	Activity: Grouping: Role Playing: Scenarios: "What If" I am of different Age, Race, Color, Gender, Physical Attributes, Background, Status---
Week 6 Sep 12th to 16th FYI – Pre-Exam Days	Week 6 Quiz: Lecture 4 and 5
Week 7 Sep 19th to 23rd	Week 7 Grouping for PSD Challenge/ Quarter Exam Rules
Week 8 Sep 26th to 30th <u>2 Days of Class</u> <i>28-30 ~Teacher's Conference</i>	Week 8 1st QUARTER EXAMINATIONS FOR MINOR SUBJECTS PSD CHALLENGE
Week 9 Oct 3rd to 7th <u>3 Days of Class</u> <i>6-7 ~Q1 Exams</i>	

SECOND QUARTER COURSE OBJECTIVES

SOCIAL DANCING
<ul style="list-style-type: none"> • Preview concepts • Relate old dance from modern dance. • Distinguish and differentiate dances according to the socio-cultural and religious aspects, place, eras, genres, decade, etc. • Appraise and understand how culture and religion affects and influence social dancing. • Promote and explain the importance of dancing in socializing, health, art, and physical fitness. • Create a timeline of history how a dance originated and how it evolved thru the years. • Justify and explain the values and effect of dancing in a society.

- Discover, describe and list down pre-medial dance steps and demonstrate how it is being done.
- Discover, describe, differentiate, and list down baroque and renaissance period dances and their evolutionary effect and transition to 19th, 20, 21st dances and era.
- Perform and demonstrate a series of dances and their evolutionary changes from 20th (or earlier) to the 21st century.
- Apply and/ or extend learned concept

SECOND QUARTER TENTATIVE WEEKLY SCHEDULE

WEEK/ DATE	TOPICS/LESSONS
	(NB: Depending on time and interest, the teacher may delete and/or add other selections.)
Week 1 (10) Oct 10th to 14th 4 Days of Class <i>10 – Double 10</i> <i>Holiday</i>	Week 1 Lecture # 1 SOCIAL DANCING and EVOLUTION OF DANCES 1. Key Terms 2. Video
Week 2 (11) Oct 17th to 21st	Week 2 Lecture # 2 – SOCIAL and CULTURAL ASPECTS OF DANCING ACTIVITY WORKSHEET Quiz Next Meeting
Week 3 (12) Oct 24th to 28th <i>25-27 – Book Fair</i> <i>28- Masquerade Night</i> <i>TBA-Holy Rosary Mass</i>	Week 3 Quiz 1 Lecture # 3 – RELIGION AND DANCING VIDEO Watch Assignment: Video Worksheet
Week 4 (13) Oct 31st to Nov 4th	Week 4 Lecture # 4 – MODERN DANCES VIDEO WATCH

1-All Saint's Day Mass	Answer WORKSHEET
Week 5 (14) Nov 7th to 11th	Week 5 Lecture # 5 EVOLUTION OF DANCES Activity: Dance Evolution Performance Task Assessment Groupings
Week 6 (15) Nov 14th to 18th	Week 6 Quiz 2 PRACTICE DAY 1
Week 7 (16) Nov 21st to 25th 25 - YSC Contest 25-Gr.12 Q2 Exam	Week 7 Lecture # 6 PRACTICE DAY 2
Week 8 (17) Nov 28th to Dec 2nd FYI – Pre-Exam Days 28-Gr.12 Q2 Exam	Week 8 PRACTICE DAY 3/ PERFORMANCE DAY
Week 9 (18) Dec 5th to 9th 8 - Foundation Day Celebrations	Week 9 2ND Quarter Minor Subjects Examination and Checking of Portfolio PSD CHALLENGE / PERFORMANCE TASK ASSESSMENT
Week 10 (19) Dec 12th to 16th <u>3 Days of Class</u> 15-16 ~Q2 Exams	2nd Quarter Exam Major Subjects
Dec 19th to Jan 2nd	CHRISTMAS BREAK

THIRD QUARTER COURSE OBJECTIVES

CUISINES AROUND THE WORLD	
	<ul style="list-style-type: none"> • Review previous topics and concepts • Preview these quarter's concepts • Justify and explain the importance of food in health and social aspects. • Summarize and list down the rules and reminders in terms on how we eat foods in different countries around the world. • Identify the common cuisines of a certain country. • Analyze and synthesize the importance and impact of food in terms of how it speaks and define about a country and its practices. • Explain the table manners and etiquettes in different countries. • Demonstrate how a food is being prepared and served. • Summarize and create a presentation about how culture, availability of resources, geo-political concept, and religious practices affects food preparation and consumption of a certain country. • Apply and extend learned concept.

THIRD QUARTER TENTATIVE WEEKLY SCHEDULE

WEEK/ DATE	TOPICS/LESSONS
	(NB: Depending on time and interest, the teacher may delete and/or add other selections.)
Week 1 (20) Jan 5 to 6 th <u>2 Days of Class</u>	Week 1 CUISINES and FOODS AROUND THE WORLD
Week 2 (21) Jan 9 th to 13 th	Week 2 SOCIAL and CULTURAL ASPECTS OF FOODS Activity Worksheet
Week 3 (22)	Week 3

Jan 16 th to 20 th	RELIGIOUS PRACTICES AND FOODS
Jan 23 rd to 27 th	CHINESE NEW YEAR HOLIDAY
Week 4 (23) Jan 30 th to Feb 3 rd	Weeks 4 COMMON AND LOCAL FOOD
Week 5 (24) Feb 6 th to 10 th	Weeks 5 SPECIALIZED FOOD IN EVERY COUNTRY
Week 6 (25) Feb 13 th to 17 th	Week 6 TABLE MANNERS IN EVERY NATION
Week 7 (26) Feb 20 th to 24 th <i>20-24 ~IOWA 22 ~ Ash Wednesday Mass 21-23 ~ Pre- Exam Days</i>	Week 7 TABLE MANNERS IN EVERY NATION PART 2
Week 8 (27) Feb 27 th to March 3 rd <u>3 Days of Class</u> <i>27-28 ~ 228 Memorial Day Holiday</i>	Week 8 Project Based Assessment Work Period
Week 9 (28) March 6 th to 10 th <u>4 Days of Class</u> <i>11 – Q3 Exams</i>	Week 9 3rd Quarter Examination and Checking of Portfolio PSD CHALLENGE Project Based Assessment Work Period

FOURTH QUARTER COURSE OBJECTIVES

CAREERS AND PERSONALITIES
<ul style="list-style-type: none"> • Review previous topics and concepts • Explain how personality affects one choice of a career. • Analyze and appraise that different careers entails different job descriptions. • Categorize employees and illustrate a model that would best fit and define the Z Generation Workplace. • List down ways on how to pursue your career of choice. • Argue, defend, and identify careers that presently exist but may not exist in the future. • Explain the importance of preparation and goal setting in achieving your dream job. • Demonstrate on how to dressed up properly during job interviews • Create a list of emerging careers in the future and understand their existence. • Predicts skills that are needed for an emerging job in the future, and summarize ways to learn various skills. • Apply and extend learned concept.

FOURTH QUARTER TENTATIVE WEEKLY SCHEDULE

WEEK/ DATE	TOPICS/LESSONS
	(NB: Depending on time and interest, the teacher may delete and/or add other selections.)
Week 1 (29) March 13th to 17th <u>4 Days of Class</u> <i>13 – Q3 Exams</i> <i>14~ Q4 Begins</i>	Week 1 INTRODUCTION: CAREERS Video Watch Project Based Assessment Groupings and provision of TOPICS
Week 2 (30)	Week 2 CAREERS AND PERSONALITIES

March 20th to 24th <i>20 ~ Fire Drill</i>	Activity: Brainstorm with Group members on what topic to choose and to start planning on how to work/ create Presentation or Video regarding their topic.
Week 3 (31) March 27th to 31st	Week 3 GOAL PLANNING AND AIMING FOR YOUR GOALS Q and A Activity Worksheet
Apr 3rd to 14th	SPRING/ LENTEN BREAK
Week 4 (33) Apr 17th to 21st	Week 4 WHAT ARE YOU PASSIONATE ABOUT? WHAT IS GRIT? Q and A Worksheet Homework: Review for Quiz 1 next week
Week 5 (34) Apr 24th to 28th <i>24-28 ~ AP Mock Exams</i>	Week 5 EMERGING JOBS
Week 6 (35) May 1st to 5th <i>2-4~ Pre-Exam</i> <i>1-5~ Final Exams (K, 5, 8, 12 only)</i> <i>1-5 ~ AP Exams</i>	Week 6 JOB PROSPECTS, INTERVIEW, DRESSING-UP
Week 7 (36) May 8th to 12th <i>8-12~ Final Exams(K, 5, 8, 12 only)</i> <i>1-5 ~ AP Exams</i>	Week 7 Quiz 2 GROUP PRESENTATION
Week 8 (37) May 15th to 19th <u>3 Days of Class</u>	Week 8 4th Quarter Examination and Checking of Portfolio

18-19~ Q4 Exams	
Week 9 (38) May 22nd to 26th <u>4 Days of Class</u> 22~ Record Day 23-26 ~ Student Clearance	Week 9 4th Quarter Examination and Checking of Portfolio
Week 10 (39) May 29th to June 2nd <u>4 Days of Class</u> 1 ~ Students Last Day 2~ Teachers/Staff Meeting	Last week/ Graduation