



## Dominican International School

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### PERSONAL/ PERSONALITY & SOCIAL DEVELOPMENT

GRADE LEVEL	8
SCHOOL YEAR	2022-2023
TEACHER	Remedios "Bing" Racadio
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#### COURSE DESCRIPTION:

##### ***Welcome to PSD 8 !***

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 that include Friends Making Skills and Relationship Skills.*
- ✓ *Self or Autosuggestions skills and much more which cannot be listed here.*

**Personal-social** skills are abilities children must **develop** to care of 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, Homework, Chapter Tests, and Quarter Exam.

## Primary Textbook

Committee for Children. Second Step – Student Success Through Prevention: STEPPING AHEAD. 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

I also strongly encourage my students to make an online visit for added resources, updates and activity to <http://life.familyeducation.com/manners-and-values/>

**Time and Money Management:**  
<http://www.moneyinstructor.com/kids.asp>  
<http://pbskids.org/itsmylife/school/time/>,  
<http://www.moneyinstructor.com/kids.asp>

**How to Organize a Party:** <http://www.wikihow.com/Organize-a-Birthday-Party-for-Kids>

**Gender Equity:** <http://www.maec.org/beyond.html#preface>,  
<http://ucsfqge.org/>  
[http://www.soros.org/initiatives/women/articles\\_publications/publications/open\\_minds\\_20040130](http://www.soros.org/initiatives/women/articles_publications/publications/open_minds_20040130)

**Career:**  
<http://www.careerpath.com/default.aspx?cbRecursionCnt=1&cbsid=85692367015744d1b00696c03d14b27a-33>

**ADDITIONAL INFORMATION** – Please see Google Classroom for more information.

**Class codes:** Grade 8 St. Catherine = q3fd543  
Grade 8 St. Agnes = ujdcd4l

**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

TIME AND MONEY MANAGEMENT
<ul style="list-style-type: none"><li>• Preview these quarter's concepts</li><li>• Appraise the importance of time and money management.</li><li>• Define optimum quality time.</li><li>• Summarize and list down concerns about time and money.</li><li>• Identify the parts of a checkbook, a check and how to fill them up.</li><li>• Name the importance of saving and quality time.</li><li>• Demonstrate and list down the importance of saving money.</li><li>• Evaluate the disadvantages of not having an optimal quality time with family, friends and yourself.</li><li>• Demonstrate the skills of saving and managing time for a better life in the future.</li><li>• Create and make use of planners, schedules, and calendars to manage time.</li><li>• Apply and/ or extend concepts</li></ul>

## FIRST QUARTER TENTATIVE WEEKLY SCHEDULE

WEEK/ DATE	TOPICS/LESSONS
	(NB: Depending on time and interest, the teacher may delete and/or add other selections.)
<b>Week 1</b> <b>Aug 10<sup>th</sup> to 12<sup>th</sup></b> <u><b>3 Days of Class</b></u> <i>10~ First Day /</i> <i>Orientation Day</i>	<b>Week 1</b> I. Class Orientation <ul style="list-style-type: none"> <li>a. Getting Know</li> <li>b. Class Rules               <ul style="list-style-type: none"> <li>i. Attendance &amp; Tardiness</li> <li>ii. Submission of Work</li> <li>iii. Portfolio</li> <li>iv. Disciplinary Actions</li> </ul> </li> <li>c. Grading System</li> </ul> II. Ice Breaker “Getting to Know” III. Lecture 1 = Brief Overview of this SY topics in PSD
<b>Week 2</b> <b>Aug 15<sup>th</sup> to 19<sup>th</sup></b> <i>Opening Mass</i>	<b>Week 2</b> <b>TIME AND MONEY MANAGEMENT</b>
<b>Week 3</b> <b>Aug 22<sup>nd</sup> to 26<sup>th</sup></b>	<b>Week 3</b> <b>PRIORITIES IN LIFE</b>
<b>Week 4</b> <b>Aug 29<sup>th</sup> to Sep 2<sup>nd</sup></b>	<b>Week 4</b> <b>FINANCIAL LITERACY PART 1</b>
<b>Week 5</b> <b>Sep 5<sup>th</sup> to 9<sup>th</sup></b> <u><b>4 Days of Class</b></u> <i>8~ Mass</i> <i>&amp; Birthday</i> <i>Mother Mary</i> <i>9<sup>th</sup> – Moon</i> <i>Festival</i>	<b>Week 5</b> <b>FINANCIAL LITERACY PART 2</b>
<b>Week 6</b>	<b>Week 6</b>

<b>Sep 12<sup>th</sup> to 16<sup>th</sup></b> <b>FYI – Pre-Exam</b> <b>Days</b>	<b>ELECTRONIC TRANSACTIONS; HOW SAFE THEY ARE versus TRADITIONAL WAYS OF SAVING</b>
<b>Week 7</b> <b>Sep 19<sup>th</sup> to 23<sup>rd</sup></b>	<b>Week 7</b> <b>PROJECT PREP/ PRESENTATION</b>
<b>Week 8</b> <b>Sep 26<sup>th</sup> to 30<sup>th</sup></b> <u><b>2 Days of Class</b></u> <i>28-30 ~Teacher's Conference</i>	<b>Week 8</b> <b>1st QUARTER EXAMINATIONS FOR MINOR SUBJECTS</b> <b>PSD CHALLENGE</b>
<b>Week 9</b> <b>Oct 3<sup>rd</sup> to 7<sup>th</sup></b> <u><b>3 Days of Class</b></u> <i>6-7 ~Q1 Exams</i>	

## SECOND QUARTER COURSE OBJECTIVES

ORGANIZING AN EVENT
<ul style="list-style-type: none"> <li>• Preview concepts</li> <li>• Relate and defend how time management and proper budget may create a great event.</li> <li>• Appraise the value of every event and its main goal/ objectives.</li> <li>• Explain the importance for being keen to details, resourcefulness, and collaborative work in creating an awesome event.</li> <li>• List down details of every area to look up to and how delegating responsibilities among groups to make a worthy event.</li> <li>• Evaluate the importance of creating a program and timeline, including scripts in organizing an event.</li> <li>• Explain why creating a committee to look into every aspects and different areas of needs for an event is very essential.</li> <li>• Create an invitation, program details, and scripts.</li> <li>• Apply and/ or extend learned concept</li> </ul>

## SECOND QUARTER TENTATIVE WEEKLY SCHEDULE

WEEK/ DATE	TOPICS/LESSONS
	(NB: Depending on time and interest, the teacher may delete and/or add other selections.)
<b>Week 1 (10)</b> <b>Oct 10<sup>th</sup> to 14<sup>th</sup></b> <b><u>4 Days of Class</u></b> <i>10 – Double 10 Holiday</i>	<b>Week 1</b> <b>INTRODUCTION: DIFFERENT EVENTS</b>
<b>Week 2 (11)</b> <b>Oct 17<sup>th</sup> to 21<sup>st</sup></b>	<b>Week 2</b> <b>EVENT THEMES AND COMMITTEES</b>
<b>Week 3 (12)</b> <b>Oct 24<sup>th</sup> to 28<sup>th</sup></b> <i>25-27 – Book Fair</i> <i>28- Masquerade Night</i> <i>TBA-Holy Rosary Mass</i>	<b>Week 3</b> <b>THEME AND INVITATIONS/ PROMOTIONAL POSTERS? TICKETS; BUDGET</b>
<b>Week 4 (13)</b> <b>Oct 31<sup>st</sup> to Nov 4<sup>th</sup></b> <i>1-All Saint's Day Mass</i>	<b>Week 4</b> <b>CREATING A TIMELINE OF ACTIVITIES AND EVENTS PROGRAM</b>
<b>Week 5 (14)</b> <b>Nov 7<sup>th</sup> to 11<sup>th</sup></b>	<b>Week 5</b> <b>SCRIPTS AND FLOOR PLAN</b>
<b>Week 6 (15)</b> <b>Nov 14<sup>th</sup> to 18<sup>th</sup></b>	<b>Week 6</b> <b>FINALIZE ACTIVITIES AND MUSIC PLAYLIST</b>
<b>Week 7 (16)</b> <b>Nov 21<sup>st</sup> to 25<sup>th</sup></b> <i>25 - YSC Contest</i> <i>25-Gr.12 Q2 Exam</i>	<b>Week 7</b> <b>Lecture # 6</b> <b>EVENT PRESENTATIONS</b>

<b>Week 8 (17)</b> <b>Nov 28<sup>th</sup> to Dec 2<sup>nd</sup></b> <b>FYI – Pre-Exam Days</b> <b>28-Gr.12 Q2 Exam</b>	<b>Week 8</b> <b>EVENT PRESENTATIONS</b>
<b>Week 9 (18)</b> <b>Dec 5<sup>th</sup> to 9<sup>th</sup></b> <b>8 - Foundation Day Celebrations</b>	<b>Week 9</b> <b>2ND Quarter Minor Subjects Examination and Checking of Portfolio</b> <b>PSD CHALLENGE / PERFORMANCE TASK ASSESSMENT</b>
<b>Week 10 (19)</b> <b>Dec 12<sup>th</sup> to 16<sup>th</sup></b> <b><u>3 Days of Class</u></b> <b>15-16 ~Q2 Exams</b>	<b>2nd Quarter Exam Major Subjects</b>
<b>Dec 19<sup>th</sup> to Jan 2<sup>nd</sup></b>	<b>CHRISTMAS BREAK</b>

### THIRD QUARTER COURSE OBJECTIVES

<b>GENDER EQUALITY</b>
<ul style="list-style-type: none"> <li>• Review previous topics and concepts.</li> <li>• Recognize and classify the barriers that promote equality.</li> <li>• Identify and explain what is Gender Equality</li> <li>• Compare and contrast the difference between Gender Equality and Equity.</li> <li>• Defend and understand feminism and why women are considered the compromising gender in terms of equality.</li> <li>• Analyze and synthesize the socio-cultural and political impact in local and global realm.</li> <li>• Explain and justify the rights and ideals of the LGBTQ community.</li> <li>• Illustrate the effect of inequality in terms of different gender topics.</li> <li>• Create an awareness campaign regarding gender inequality.</li> <li>• List down different ways on how to make people aware about Gender Equality.</li> <li>• Apply and extend learned concept.</li> </ul>

### 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 <sup>th</sup> <u>2 Days of Class</u>	Week 1 INEQUALITY IN GENERAL
Week 2 (21) Jan 9 <sup>th</sup> to 13 <sup>th</sup>	Week 2 GENDER INEQUALITY
Week 3 (22) Jan 16 <sup>th</sup> to 20 <sup>th</sup>	Week 3 THE 3 <sup>rd</sup> Gender – THE LGBTIQ Community
Jan 23 <sup>rd</sup> to 27 <sup>th</sup>	CHINESE NEW YEAR
Week 4 (23) Jan 30 <sup>th</sup> to Feb 3 <sup>rd</sup>	Weeks 4 SOCIAL IMPACT OF INEQUALITY
Week 5 (24) Feb 6 <sup>th</sup> to 10 <sup>th</sup>	Weeks 5 GLOBAL IMPACT OF INEQUALITY
Week 6 (25) Feb 13 <sup>th</sup> to 17 <sup>th</sup>	Week 6 SOCIAL AWARENESS CAMPAIGN/ PROJECT PREPARATION
Week 7 (26) Feb 20 <sup>th</sup> to 24 <sup>th</sup> <i>20-24 ~IOWA 22 ~ Ash Wednesday Mass 21-23 ~ Pre- Exam Days</i>	Week 7 SOCIAL AWARENESS CAMPAIGN/ PROJECT PREPARATION

<b>Week 8 (27)</b> <b>Feb 27<sup>th</sup> to</b> <b>March 3<sup>rd</sup></b> <u><b>3 Days of</b></u> <u><b>Class</b></u> 27-28 ~ 228 Memorial Day Holiday	<b>Week 8</b> <b>Finalization of Research/ PROJECT</b> <b>PRESENTATION</b>
<b>Week 9 (28)</b> <b>March 6<sup>th</sup> to</b> <b>10<sup>th</sup></b> <u><b>4 Days of</b></u> <u><b>Class</b></u> 11 – Q3 Exams	<b>Week 9</b> <b>3rd Quarter Examination and Checking of</b> <b>Portfolio</b> <b>Project Based Learning Presentation</b>

## FOURTH QUARTER COURSE OBJECTIVES

<b>EMERGING CAREERS: HOW TO CREATE YOUR RESUME</b>	
<ul style="list-style-type: none"> <li>• Review previous topics and concepts learned.</li> <li>• Preview these quarter's concepts learned.</li> <li>• Explain how personality affects one choice of a career.</li> <li>• Understand different careers and their job descriptions.</li> <li>• List down ways on how to pursue your career of choice.</li> <li>• Understand that there are careers that presently exist but may not exist in the future.</li> <li>• Explain the importance of preparation and goal setting in achieving your dream job/ career pathway</li> <li>• Demonstrate on how to dressed up properly during job interviews.</li> <li>• Create a list of emerging careers in the future and understand their existence.</li> <li>• Reflect on the values of long term goals and career planning.</li> <li>• Create a resume and a career portfolio.</li> <li>• Apply and extend learned concept.</li> </ul>	

## FOURTH QUARTER TENTATIVE WEEKLY SCHEDULE

WEEK/ DATE	TOPICS/LESSONS
	(NB: Depending on time and interest, the teacher may delete and/or add other selections.)
<b>Week 1 (29)</b> <b>March 13<sup>th</sup> to 17<sup>th</sup></b> <u><b>4 Days of Class</b></u> <i>13 – Q3 Exams</i> <i>14~ Q4 Begins</i>	<b>Week 1</b> <b>CAREER AWARENESS</b>
<b>Week 2 (30)</b> <b>March 20<sup>th</sup> to 24<sup>th</sup></b> <i>20 ~ Fire Drill</i>	<b>Week 2</b> <b>EMERGING CAREERS</b>
<b>Week 3 (31)</b> <b>March 27<sup>th</sup> to 31<sup>st</sup></b>	<b>Week 3</b> <b>LIFE and JOB SKILLS/ WHAT TO EXPECT</b>
<b>Apr 3<sup>rd</sup> to 14<sup>th</sup></b>	<b>SPRING/ LENTEN BREAK</b>
<b>Week 4 (33)</b> <b>Apr 17<sup>th</sup> to 21<sup>st</sup></b>	<b>Week 4</b> <b>CAREER PORTFOLIO</b>
<b>Week 5 (34)</b> <b>Apr 24<sup>th</sup> to 28<sup>th</sup></b> <i>24-28 ~ AP Mock Exams</i>	<b>Week 5</b> <b>RESUME/ STORY OF MY LIFE</b>
<b>Week 6 (35)</b> <b>May 1<sup>st</sup> to 5<sup>th</sup></b> <i>2-4~ Pre-Exam</i> <i>1-5~ Final Exams</i> <i>(K, 5, 8, 12 only)</i> <i>1-5 ~ AP Exams</i>	<b>Week 6</b> <b>RESUME TEMPLATE/ STORY OF MY LIFE</b>
<b>Week 7 (36)</b> <b>May 8<sup>th</sup> to 12<sup>th</sup></b>	<b>Week 7</b> <b>4th Quarter Examination and Checking of Portfolio for Graduating Students</b>

<p>8-12~ <i>Final Exams</i>(K, 5, 8, 12 only) 1-5 ~ <i>AP Exams</i></p>	
<p><b>Week 8 (37)</b> <b>May 15<sup>th</sup> to 19<sup>th</sup></b> <b><u>3 Days of Class</u></b> 18-19~ <i>Q4 Exams</i></p>	<p><b>Week 8</b> <b>4th Quarter Examination and Checking of Portfolio</b></p>
<p><b>Week 9 (38)</b> <b>May 22<sup>nd</sup> to 26<sup>th</sup></b> <b><u>4 Days of Class</u></b> 22~ <i>Record Day</i> 23-26 ~ <i>Student Clearance</i></p>	<p><b>Week 9</b> <b>4th Quarter Examination and Checking of Portfolio</b></p>
<p><b>Week 10 (39)</b> <b>May 29<sup>th</sup> to June 2<sup>nd</sup></b> <b><u>4 Days of Class</u></b> 1 ~ <i>Students Last Day</i> 2~ <i>Teachers/Staff Meeting</i></p>	<p><b>Last week/ Graduation</b></p>