

Interpersonal Dynamics

POWER STANDARDS

1. Understanding the importance of personality in developing quality relationships.
2. Determine effective communication skills for dealing with conflict and crisis.
3. Identify and demonstrate strategies for personal and family wellness.

POWER BENCHMARKS

1. Demonstrate strategies for dealing with stress.
2. Use effective verbal and non-verbal communication.
3. Apply conflict management techniques.
4. Identify family structure and lifestyles.
5. Apply the decision-making process.
6. Define family planning methods.
7. Identify STD and methods for prevention.
8. Identify signs of crisis in a family.
9. Complete an individual personality profile.
10. Demonstrate the qualities of good relationships.

Interpersonal Dynamics

Students will be able to:

1. Understanding the importance of personality in developing quality relationships.
 - Complete an individual personality profile. (9)
 - Demonstrate the qualities of good relationships. (10)

2. Determine effective communication skills for dealing with conflict and crisis.
 - Demonstrate strategies for dealing with stress. (1)
 - Use effective verbal and non-verbal communication. (2)
 - Apply conflict management techniques. (3)
 - Apply the decision-making process. (5)
 - Identify signs of crisis in a family. (8)

3. Identify and demonstrate strategies for personal and family wellness.
 - Identify family structure and lifestyles.(4)
 - Define family planning methods. (6)
 - Identify STD and methods for prevention. (7)

Interpersonal Dynamics

Stage 1 – Desired Results:

<p>Power Standard 2: Determine effective communication skills for dealing with conflict and crisis.</p> <p>Power Benchmark/Competency #1: Demonstrate strategies for dealing with stress</p> <p>Estimated Timeline: 2 class periods</p>	<p>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Career</th> <th style="padding: 2px;">Technology</th> <th style="padding: 2px;">Critical Thinking</th> <th style="padding: 2px;">Personal Responsibility</th> <th style="padding: 2px;">Global & Cultural</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td style="text-align: center;">X</td> <td style="text-align: center;">X</td> <td style="text-align: center;">X</td> </tr> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Math</th> <th style="padding: 2px;">Science</th> <th style="padding: 2px;">Reading</th> <th style="padding: 2px;">Social Responsibility</th> <th style="padding: 2px;">Communication</th> </tr> <tr> <td></td> <td></td> <td></td> <td style="text-align: center;">X</td> <td style="text-align: center;">X</td> </tr> </tbody> </table>	Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural			X	X	X	Math	Science	Reading	Social Responsibility	Communication				X	X
Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural																	
		X	X	X																	
Math	Science	Reading	Social Responsibility	Communication																	
			X	X																	
<p>Understandings: <i>Students will understand that:</i></p> <ul style="list-style-type: none"> ➤ Strategies for dealing with stress. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ➤ What causes stress? ➤ How can stress be helpful? ➤ How do you recognize stress? 																				
<p>Students will be able to: (<i>i.e. know</i>)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Recognize stress ➤ Identify the causes of stress 	<p>Students will be able to: (<i>i.e. do</i>)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Summarize actions to take in response to stress. ➤ Develop an individual stress plan. 																				

Stage 2 – Assessment Evidence

<p>Performance Tasks: (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> ➤ Stress Test 	<p>Key Criteria: (Rubric)</p> <ul style="list-style-type: none"> ➤ Using the stress test grade sheet ➤ 3-90% complete ➤ 2-75% complete ➤ 1-60% complete
--	--

Interpersonal Dynamics

Stage 1 – Desired Results:

<p>Power Standard 2: Determine effective communication skills for dealing with conflict and crisis.</p> <p>Power Benchmark/Competency #2: Use effective verbal and non-verbal communication.</p> <p>Estimated Timeline:4 class periods</p>	<p>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #ffffcc;"> <th>Career</th> <th>Technology</th> <th>Critical Thinking</th> <th>Personal Responsibility</th> <th>Global & Cultural</th> </tr> </thead> <tbody> <tr> <td>X</td> <td></td> <td>X</td> <td>X</td> <td>X</td> </tr> <tr style="background-color: #ffffcc;"> <th>Math</th> <th>Science</th> <th>Reading</th> <th>Social Responsibility</th> <th>Communication</th> </tr> <tr> <td></td> <td></td> <td>X</td> <td>X</td> <td>X</td> </tr> </tbody> </table>	Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural	X		X	X	X	Math	Science	Reading	Social Responsibility	Communication			X	X	X
Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural																	
X		X	X	X																	
Math	Science	Reading	Social Responsibility	Communication																	
		X	X	X																	
<p>Understandings: <i>Students will understand that:</i></p> <ul style="list-style-type: none"> ➤ The importance of good communication skills. ➤ Developing communication skills is ongoing. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ➤ What are the advantages of developing good communication skills? 																				
<p>Students will be able to: (<i>i.e. know</i>)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ The difference between active and passive listening ➤ The roadblocks to good communication. 	<p>Students will be able to: (<i>i.e. do</i>)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Implement I messages. ➤ Demonstrate good communication skills. 																				

Stage 2 – Assessment Evidence

<p>Performance Tasks: (<i>i.e.</i> Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> ➤ Skill development-page 127 ➤ TV clip (suggested <i>Everybody Loves Raymond, Two and One-Half Men, etc.</i>) ➤ TRG page 132 Part II (#6-20) 	<p>Key Criteria: (Rubric)</p> <ul style="list-style-type: none"> ➤ Chart (Non-verbal communication interpretation) ➤ 3- 14-15 correct ➤ 2- 12-13 correct ➤ 1- 10-11 correct
--	--

Interpersonal Dynamics

Stage 3 – Learning Plan:

Use effective verbal and non-verbal communication.

Power Benchmark/Competency: #2

Learning Activities:	Resources:
Communications Checklist	
Gossip Line	
Actions Speak Louder Than Words	
Duck Pond	
Communication Video (in each high school)	
Weakest Link	
Hear These Words	
The Wright Story	

Interpersonal Dynamics

Stage 1 – Desired Results:

Power Standard 2: Determine effective communication skills for dealing with conflict and crisis.

Power Benchmark/ Competency #3:
Apply conflict management techniques.

Estimated Timeline: 1 class period

Place 'X' in square if goal addresses Essential/Content Standard(s).

Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural
		X	X	X
Math	Science	Reading	Social Responsibility	Communication
			X	X

Understandings:

Students will understand that:

- Conflict is a disagreement or struggle between two or more people.
- There are three types of conflict.

Essential Questions:

- Why is it, the closer the relationship, the more heated the conflict?
- What happens when a conflict is not resolved?

Students will be able to: (i.e. know)...(Include vocabulary)

- Situational Conflict, Power Struggles, and Personality Differences.
- How conflict can be avoided.

Students will be able to: (i.e. do)...(Include vocabulary)

- Practice negotiation and compromise.

Stage 2 – Assessment Evidence

Performance Tasks: (i.e. Assessment used to determine proficiency on competency)

- Create “I” messages (Skill Development, page 131)

Key Criteria: (Rubric)

- 3- all correct
- 2- 3 correct
- 1- 2 or less correct

Interpersonal Dynamics

Stage 3 – Learning Plan:
Apply conflict management techniques.
Power Benchmark/Competency: #3

Learning Activities:	Resources:
Practice “I” messages.	
Anger video or DVD (AEA or individual high schools)	

Interpersonal Dynamics

Stage 1 – Desired Results:

<p>Power Standard 3: Identify and demonstrate strategies for personal and family wellness.</p> <p>Power Benchmark/Competency #4: Identify family and structure and lifestyles.</p> <p>Estimated Timeline: 4 class periods</p>	<p>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Career</th> <th style="padding: 2px;">Technology</th> <th style="padding: 2px;">Critical Thinking</th> <th style="padding: 2px;">Personal Responsibility</th> <th style="padding: 2px;">Global & Cultural</th> </tr> <tr> <td></td> <td></td> <td style="text-align: center;">X</td> <td style="text-align: center;">X</td> <td style="text-align: center;">X</td> </tr> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Math</th> <th style="padding: 2px;">Science</th> <th style="padding: 2px;">Reading</th> <th style="padding: 2px;">Social Responsibility</th> <th style="padding: 2px;">Communication</th> </tr> <tr> <td></td> <td></td> <td style="text-align: center;">X</td> <td style="text-align: center;">X</td> <td style="text-align: center;">X</td> </tr> </table>	Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural			X	X	X	Math	Science	Reading	Social Responsibility	Communication			X	X	X
Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural																	
		X	X	X																	
Math	Science	Reading	Social Responsibility	Communication																	
		X	X	X																	
<p>Understandings: <i>Students will understand that:</i></p> <ul style="list-style-type: none"> ➤ The various family structures. ➤ Characteristics that contribute to a family’s lifestyle. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ➤ Identify your own family patterns and describe its particular benefits for family members. How has this pattern/s affected student’s lives? 																				
<p>Students will be able to: (<i>i.e. know</i>)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Describe the various family structures ➤ Single People ➤ Couples ➤ Nuclear Family ➤ Single Parent Family ➤ Blended Family ➤ Extended Family ➤ Adoptive Family ➤ Legal Guardian ➤ Foster Families 	<p>Students will be able to: (<i>i.e. do</i>)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Recognize the various problems and celebrations of each family type. 																				

Stage 2 – Assessment Evidence

<p>Performance Tasks: (<i>i.e.</i> Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> ➤ Quizzes Chapters 1 and 3 (choice) ➤ “Why Study Families?” ➤ “The Need for Strong Families” ➤ “Families, Society, and You” ➤ “Looking at Family Structures” ➤ “Family Personality” ➤ “Stages of Family Development” ➤ “Family Characteristics” 	<p>Key Criteria: (Rubric)</p> <ul style="list-style-type: none"> ➤ 3- 92% correct ➤ 2- 83% correct ➤ 1- 68% correct
--	---

Interpersonal Dynamics

Stage 3 – Learning Plan:
 Identify family and structure and lifestyles.
Power Benchmark/Competency: #4

Learning Activities:	Resources:
Notes and Discussion of Chapters 1 and 3	
“Want Ads” page 32 TWE	
“Family Patterns” page 20 SW	
“Family Life Cycle” page 21 SW	
“Family Personality” page 22 SW	
“Family O” video (located at each high school)	
“The Other Sister”	

Interpersonal Dynamics

Stage 1 – Desired Results:

<p>Power Standard 2: Determine effective communication skills for dealing with conflict and crisis.</p> <p>Power Benchmark/Competency #5: Apply decision-making process.</p> <p>Estimated Timeline: 2 class periods</p>	<p>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Career</th> <th style="padding: 2px;">Technology</th> <th style="padding: 2px;">Critical Thinking</th> <th style="padding: 2px;">Personal Responsibility</th> <th style="padding: 2px;">Global & Cultural</th> </tr> </thead> <tbody> <tr> <td style="padding: 2px;">x</td> <td style="padding: 2px;"></td> <td style="padding: 2px;">x</td> <td style="padding: 2px;">x</td> <td style="padding: 2px;">x</td> </tr> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Math</th> <th style="padding: 2px;">Science</th> <th style="padding: 2px;">Reading</th> <th style="padding: 2px;">Social Responsibility</th> <th style="padding: 2px;">Communication</th> </tr> <tr> <td style="padding: 2px;"></td> <td style="padding: 2px;"></td> <td style="padding: 2px;"></td> <td style="padding: 2px;">x</td> <td style="padding: 2px;">x</td> </tr> </tbody> </table>	Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural	x		x	x	x	Math	Science	Reading	Social Responsibility	Communication				x	x
Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural																	
x		x	x	x																	
Math	Science	Reading	Social Responsibility	Communication																	
			x	x																	
<p>Understandings: <i>Students will understand that:</i></p> <ul style="list-style-type: none"> ➤ The process of decision-making. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ➤ Describe how management skills are used in decision-making. ➤ Describe the impact of ethics on decision-making. 																				
<p>Students will be able to: (i.e. know)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Know the benefits of decision-making. ➤ Identify the steps for decision-making. 	<p>Students will be able to: (i.e. do)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Identify goals that motivate good decision-making. 																				

Stage 2 – Assessment Evidence

<p>Performance Tasks: (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> ➤ Apply the “decision-making process” to a given situation (chapter 9) ➤ “The Problem-Solving Process” page 144 TRG ➤ “Solving Problems in Your Life” pages 145 and 146 TRG 	<p>Key Criteria: (Rubric)</p> <ul style="list-style-type: none"> ➤ 3—all steps chronologically used ➤ 2---four steps chronologically used ➤ 1---three steps chronologically used ➤ 3---92% correct ➤ 2---83% correct ➤ 1---68% correct
--	---

Interpersonal Dynamics

Stage 1 – Desired Results:

Power Standard 3: Identify and demonstrate strategies for personal and family wellness.

Power Benchmark/Competency #6:
Define family planning methods.

Estimated Timeline: 4 class periods

Place 'X' in square if goal addresses Essential/Content Standard(s).

Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural
	X	X	X	X
Math	Science	Reading	Social Responsibility	Communication
X	X		X	X

Understandings:
Students will understand:

- They need to have the information to make an informed choice.
- Choices may have consequences.
- Family planning requires dual responsibility.

Essential Questions:

- What is the impact of family planning or lack there of on lifestyle?
- Why is family planning a necessary life long skill?
- Why is family planning important?

Students will be able to: (i.e. know)...(Include vocabulary)

- Advantages and disadvantages of the barrier methods, hormonal methods, and various other methods of birth control.

Students will be able to: (i.e. do)...(Include vocabulary)

- Make informed decisions about choices of birth control in various stages of their lives.

Stage 2 – Assessment Evidence

Performance Tasks: (i.e. Assessment used to determine proficiency on competency)

- Develop a brochure with information on the various methods of birth control, incorporating advantages and disadvantages of each. Include suggestions of methods for young single women, couple in their late 20's and early thirties, and couples that have completed their families. Support your choices.

Key Criteria: (Rubric)

- Using the birth control grade sheet.
- 3- complete with 90% accuracy
- 2- complete with 75% accuracy
- 1- complete with 60% accuracy

Interpersonal Dynamics

Stage 3 – Learning Plan:
Define family planning methods.
Power Benchmark/Competency: # 6

Learning Activities:	Resources:
Develop Brochures	
Guest Speakers	
Videos (assorted, found at AEA and each high school)	

Interpersonal Dynamics

Stage 1 – Desired Results:

<p>Power Standard 3: Identify and demonstrate strategies for personal and family wellness.</p> <p>Power Benchmark/Competency #7: Identify STD's and methods of prevention.</p> <p>Estimated Timeline: 4 class periods</p>	<p>Place 'X' in square if goal addresses Essential/Content Standard(s).</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Career</th> <th style="padding: 2px;">Technology</th> <th style="padding: 2px;">Critical Thinking</th> <th style="padding: 2px;">Personal Responsibility</th> <th style="padding: 2px;">Global & Cultural</th> </tr> <tr> <td></td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> </tr> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Math</th> <th style="padding: 2px;">Science</th> <th style="padding: 2px;">Reading</th> <th style="padding: 2px;">Social Responsibility</th> <th style="padding: 2px;">Communication</th> </tr> <tr> <td></td> <td>X</td> <td></td> <td>X</td> <td>X</td> </tr> </table>	Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural		X	X	X	X	Math	Science	Reading	Social Responsibility	Communication		X		X	X
Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural																	
	X	X	X	X																	
Math	Science	Reading	Social Responsibility	Communication																	
	X		X	X																	

<p>Understandings: <i>Students will understand that:</i></p> <ul style="list-style-type: none"> ➤ The information on STD's to make informed decisions. ➤ Choices may have consequences. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ➤ What is the impact of STD's on lifestyle? ➤ What are ways teens can deal with the pressure to become sexually active? ➤ What are the consequences of ignoring the seriousness of STD's?
--	--

<p>Students will be able to: (i.e. know)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Describe the symptoms of, and treatments for, commonly sexually transmitted diseases. ➤ Distinguish the difference between viral and bacterial STD's. 	<p>Students will be able to: (i.e. do)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Identify STD's treatment centers in the community.
---	---

Stage 2 – Assessment Evidence

<p>Performance Tasks: (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> ➤ Develop an STD informational visual 	<p>Key Criteria: (Rubric)</p> <ul style="list-style-type: none"> ➤ Using the grade sheet for the STD informational visual ➤ 3- complete with 90% accuracy ➤ 2- complete with 75% accuracy ➤ 1- complete with 60% accuracy
--	--

Interpersonal Dynamics

**Stage 3 – Learning Plan:
Identify STD's and methods of prevention.
Power Benchmark/Competency: # 7**

Learning Activities:	Resources:
Speakers	
Videos (available through AEA and each high school)	
Visuals	
AIDS Risk Checklist	

Interpersonal Dynamics

Stage 1 – Desired Results:

Power Standard 2: Determine effective communication skills for dealing with conflict and crisis.

Power Benchmark/Competency #8:
Identify signs of crisis in a family.

Estimated Timeline: 12 class periods

Place 'X' in square if goal addresses Essential/Content Standard(s).

Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural
		X	X	X
Math	Science	Reading	Social Responsibility	Communication
			X	X

Understandings:

Students will understand:

- The various crises that individuals and family encounter.

Essential Questions:

- What are the elements that define a crisis situation?
- Explain when and why intervention is needed.

Students will be able to: (*i.e. know*)...(Include vocabulary)

- Identify signs of crises within a family.

Students will be able to: (*i.e. do*)...(Include vocabulary)

- Identify community recourses available to families and individuals in time of crises.

Stage 2 – Assessment Evidence

Performance Tasks: (*i.e.* Assessment used to determine proficiency on competency)

- **TBD**

Key Criteria: (Rubric)

- **TBD**

Interpersonal Dynamics

Stage 1 – Desired Results:

<p>Power Standard 1: Understanding the importance of personality in developing quality relationships.</p> <p>Power Benchmark/Competency #9: Complete an individual personality profile.</p> <p>Estimated Timeline: 4 class periods</p>	<p>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Career</th> <th style="padding: 2px;">Technology</th> <th style="padding: 2px;">Critical Thinking</th> <th style="padding: 2px;">Personal Responsibility</th> <th style="padding: 2px;">Global & Cultural</th> </tr> <tr> <td style="padding: 2px;">x</td> <td style="padding: 2px;"></td> <td style="padding: 2px;">x</td> <td style="padding: 2px;">x</td> <td style="padding: 2px;">x</td> </tr> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Math</th> <th style="padding: 2px;">Science</th> <th style="padding: 2px;">Reading</th> <th style="padding: 2px;">Social Responsibility</th> <th style="padding: 2px;">Communication</th> </tr> <tr> <td style="padding: 2px;"></td> <td style="padding: 2px;"></td> <td style="padding: 2px;"></td> <td style="padding: 2px;">x</td> <td style="padding: 2px;">x</td> </tr> </table>	Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural	x		x	x	x	Math	Science	Reading	Social Responsibility	Communication				x	x
Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural																	
x		x	x	x																	
Math	Science	Reading	Social Responsibility	Communication																	
			x	x																	
<p>Understandings: <i>Students will understand that:</i></p> <ul style="list-style-type: none"> ➤ Value of personality profile. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ➤ What can be learned from a personality profile? ➤ What are the effects of environment and heredity on personality development? 																				
<p>Students will be able to: (<i>i.e. know</i>)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Identify the traits that make up personality. 	<p>Students will be able to: (<i>i.e. do</i>)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Complete a personality profile. 																				

Stage 2 – Assessment Evidence

<p>Performance Tasks: (<i>i.e.</i> Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> ➤ Personality Profile (Ketterman and Personality Test) 	<p>Key Criteria: (Rubric)</p> <ul style="list-style-type: none"> ➤ 3—100% completion ➤ 2---75% completion ➤ 1----50% completion
--	---

Interpersonal Dynamics

Stage 3 – Learning Plan:
Complete an individual personality profile.
Power Benchmark/Competency: #9

Learning Activities:	Resources:
Personality Collage	
Tibetan Survey	
Human Resource Personality Test (a.k.a. Dr. Phil)	
You Are Unique	

Interpersonal Dynamics

Stage 1 – Desired Results:																					
<p>Power Standard 1: Understanding the importance of personality in developing quality relationships.</p> <p>Power Benchmark/Competency #10: Demonstrate the qualities of good relationships</p> <p>Estimated Timeline: 4 class periods</p>	<p>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #ffffcc;"> <th>Career</th> <th>Technology</th> <th>Critical Thinking</th> <th>Personal Responsibility</th> <th>Global & Cultural</th> </tr> </thead> <tbody> <tr> <td>x</td> <td></td> <td>x</td> <td>x</td> <td>x</td> </tr> <tr style="background-color: #ffffcc;"> <th>Math</th> <th>Science</th> <th>Reading</th> <th>Social Responsibility</th> <th>Communication</th> </tr> <tr> <td></td> <td></td> <td>x</td> <td>x</td> <td>x</td> </tr> </tbody> </table>	Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural	x		x	x	x	Math	Science	Reading	Social Responsibility	Communication			x	x	x
Career	Technology	Critical Thinking	Personal Responsibility	Global & Cultural																	
x		x	x	x																	
Math	Science	Reading	Social Responsibility	Communication																	
		x	x	x																	
<p>Understanding: <i>Students will understand that:</i></p> <ul style="list-style-type: none"> ➤ Why relationships are valuable in life. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ➤ What are the rewards of a good relationship? ➤ Who is a good friend and how will you know? 																				
<p>Students will be able to: (<i>i.e. know</i>)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Relate rewards and costs to success in relationships. 	<p>Students will be able to: (<i>i.e. do</i>)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Compare the different kinds of relationships. ➤ Demonstrate the qualities of good relationships/ 																				
Stage 2 – Assessment Evidence																					
<p>Performance Tasks: (<i>i.e.</i> Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> ➤ List the characteristics of a healthy relationship. 	<p>Key Criteria: (Rubric)</p> <ul style="list-style-type: none"> ➤ 3---92% correct ➤ 2---83% correct ➤ 1---68% correct 																				

