

PK-12 Stage One: Guiding Document

Content: Wellness

Long-term Transfer Goal(s):

Students will be able to independently use their learning in new situations to....

Respond to situational challenges and social interactions based on consideration of societal norms, safety, and belief systems. *(Problem Identification; Imagining; Citizenship)*

Analyze risk factors and evaluate the consequences to self and others before taking action. *(Analyzing; Reflection; Alternate Perspectives)*

Respectfully and responsibly communicate with others from a variety of backgrounds and perspectives. *(Alternate Perspectives; Collective Intelligence; Citizenship)*

Apply techniques to regulate one's thoughts, emotions and behaviors to deal with internal and external stressors in a variety of situations and settings. *(Synthesizing; Perseverance; Reflection)*

Evaluate and identify mutually supportive group and individual relationships for the development of a positive and healthy self. *(Analyzing; Decision Making; Reflection)*

Contribute and respond to a digital world with a responsibility to identify merit and bias, identify perspectives, exhibit values, and employ safe and appropriate behavior. *(Citizenship; Alternate Perspectives; Engaging in Global Issues)*

Self-Awareness: *recognizing emotions and thoughts, influence on behavior*

Standards:	Understandings:	Essential Questions:
Emotions and Thoughts: Identify and express feelings. P/S7.K-2.1 Describe emotions and how they can affect an individual's behavior E.5.3. Identify personal strengths and assets P/S7.9-10.8 Identify values, attitudes and beliefs. P/S 7.5-6.8 Evaluate the effects of media, technology and other factors on personal, family and community health H.4.2. Demonstrate ways to make and keep friends. (SCC) P/S 7.K-2.	• Humans identify, express and understand positive and negative emotions. • Humans analyze the impact of emotions on their behavior. • Students identify personal likes and dislikes and allot time to pursue their interests. • People develop self-confidence and self respect by identifying personal strengths and weaknesses and building upon them. • Students identify and critically analyze the factors impacting the development of their self-concept. • Students identify their role in initiating and maintaining reciprocal, mutually respectful and beneficial friendships	• How do I recognize and name what I'm feeling? • How do my feelings impact my thoughts and behaviors? • What are my unique strengths, weaknesses likes and dislikes? • How do I develop my best self in spite of social pressure? • What qualities make me a good friend and how can I improve? • How do I assess and address my relationships to ensure they are healthy?

Self Management: *regulation of thoughts and behaviors; stress, impulses, goals*

Standards:	Understandings:	Essential Questions:
Regulation & Impulse Control: Compare behaviors that are safe to those that are risky or harmful. Self Management E.3.3. Distinguish between appropriate and inappropriate behaviors P/S7.3-4.2 Understand the difference between assertive and aggressive behavior. (SCC) P/S 7.3-4.7 Recognize personal boundaries and privacy rights. P/S 7.5-6.9 Demonstrate cooperative behavior in a group (SCC) P/S 7.3-4.3 Understand the need for self-control and how to practice it. P/S 7.3-4.4 (SCC) Practice personal responsibility for the consequences of choices made P/S8.9-10.1	• Humans survey a situation to identify potential risks can offer options and insights to human and situational behaviors. • Students analyze their own behavior and the behavior of others to shape personal boundaries. • People who respect individual rights and roles engage in respectful exchanges that allows others to understand what is being shared. • Individuals self-monitor through past experiences to make adjustments and create opportunities to gain self-control. • Every action has a reaction that impacts the way other people form opinions about an individual.	• How do I assess a situation? • What control do I have over the path my life takes? • How can I help my group be productive? • Why do I act the way I do? • Do my actions and/or decisions have a negative or positive impact on my self or others

Self Management: *regulation of thoughts and behaviors; stress, impulses, goals*

Standards:	Understandings:	Essential Questions:
Stress: Evaluate and apply appropriate stress management strategies H.3.6. Learn about and apply self control to stressful situations P/S9.9-10.7 Demonstrate a healthy way to balance academic assignments, extracurricular activities and family life A3.9-10.1 Demonstrate when, where and how to seek help for solving problems. P/S8.K-2.7 Identify and demonstrate healthy ways to express needs, wants and feelings. Communication E.5.4. Examine the impact of pressure and stress on problem solving. (SCC) A2.5-6.4 Recognize and deal effectively with peer pressure P/S 9.9-10.4	• Individuals select from a variety of strategies to use in order to reduce stress in applicable situations. • People monitor and identify warning signs of stress and intervene when strategies can mitigate. • Individuals engage in stress reducing activities in order to maintain a balanced lifestyle. • People make problem solving more effective when they can understand and communicate the main issue and emotions involved. • Communicating feelings can help others to understand and/or help. • Individuals can determine the degree of influence that others have on their own behaviors in order to anticipate negative or positive outcomes.	• What strategies can I use to help me in this moment? • How does my body alert me that I am feeling stressed (internal)? What are my personal triggers that cause stress (external)? • When do I feel that I operate at my best? • What is the main issue and who can help me to deal with it? • How can I express how I am feeling? • How do my peers influence my thinking and actions?

Self Management: *regulation of thoughts and behaviors; stress, impulses, goals*

Standards:	Understandings:	Essential Questions:
Goals: Analyze their academic strengths and weaknesses A1.9-10.4 Identify an academic/personal goal and steps in the decision making process to achieve it. (SCC)P/S 8.5-6.2 Demonstrate the motivation to achieve individual potential A2.11-12.6 Perseverance: Students will be able to identify problems and use appropriate strategies to continue towards a desired goal (MPS 21st Century Capacities) Become self directed, independent learners A2.11-12.8 Seek and undertake experiences within school and community to enhance coursework and support personal goals A3.9-10.2	• Individuals identify relative strengths and weaknesses in order to create goals that are worthy of pursuit. • People develop an authentic drive to take risks and pursue personal goals based on the elements of choice, purpose, and self-fulfillment. • Individuals tackle obstacles by using a variety of strategies and techniques that move them forward. • People break apart goals and set logical steps toward attainment and identify strategies to counteract areas of weakness. • Humans seek opportunities within their communities to improve upon the quality of their life and the lives of others.	• What makes a good goal? • What makes a goal worthy of pursuit and perseverance? • How do I monitor my progress towards a goal? • Where can I help myself and others?

Self Management: <i>regulation of thoughts and behaviors; stress, impulses, goals</i>		
Standards:	Understandings:	Essential Questions:
Be able to assess their abilities, skills, interests and values as they relate to career choices C4.9-10.4 Describe how personal, social, education and career goals are interrelated P/S8.811-12.5	• People identify a variety of personal and professional values in order to create goals for immediate as well as future endeavors.	• How are short term goals used to achieve long term goals?

Social Awareness: *empathy, cultures, alternative perspective (Citizenship/Reflection)*

Standards:	Understandings:	Essential Questions:
Empathy: Demonstrate caring and empathy for others. P.5.5. Demonstrate an understanding of the impact that actions and words have on others. P/S7.3-4.6 Demonstrate ways to communicate care, empathy, respect and responsibility for others without bias, abuse, discrimination or harassment based on, but not limited to, race, color, sex, religion, national origin, sexual orientation, ancestry, marital status, mental retardation, mental disorder and learning and/or physical disability. (Self Management M.5.5.)	• People identify, discuss and demonstrate ways to communicate care, empathy, respect and responsibility for others without bias. • Individual actions can influence others thinking and actions. • Humans recognize that all people are different and we share a social responsibility to treat each other with respect and without bias.	• How do you show others that you care about them? • How can I influence my peers to be more sensitive to the needs of others? • How do we accept each other's differences?
Cultural/Citizenship: Recognize, accept and appreciate ethnic and cultural diversity P/S7.11-12.6 Recognize, accept and appreciate individual differences P/S7.11-12.4 Recognize that everyone has rights and responsibilities P/S7.11-12.1	• People develop empathy and tolerance when they accept and appreciate the diversity within and among each other. • Humans are responsible to acknowledge and maintain the rights of all individuals and groups.	• What are the basic human rights of all people? • What are my rights and responsibilities? • How do I respect my rights and the rights of others?

Social Awareness: *empathy, cultures, alternative perspective (Citizenship/Reflection)*

Standards:	Understandings:	Essential Questions:
Citizenship: Students will be able to identify and contribute to critical issues in society in an ethical and responsible manner (MPS 21 st Century Capacities)	Individuals and groups have the responsibility to identify common rules, and ideas for change based on the greater good.	When do we have a social responsibility to take action?
Alternative Perspectives: Demonstrate respect for alternative points of view P/S7.11-12.3 Demonstrate skills to effectively express opinions, attitudes and beliefs in a group situation P/S9.11-12.5 Alternate Perspectives: Students will be able to interpret or critique complementary and competing approaches, experiences and worldviews (MPS 21 st Century Capacities)	- Students use prior knowledge, active listening, and communication to accept and/or tolerate other opinions and beliefs. - People consider their audience and weigh word choice when discussing difficult or sensitive topics. - Individuals need to recognize both sides of a topic/matter in order to interpret the complexities of the issue from another perspective.	- How do I listen and show that I have heard you? - How do my words impact the thoughts of others? - How can the thinking of others inform my own?

Relationship skills: *Collective intelligence, maintain health and rewarding relationships, listening and responding*

Standards:	Understandings:	Essential Questions:
Collective intelligence: students will be able to work respectfully and responsibly with others, exchanging and evaluating ideas to achieve a common objective. (MPS 21st Century Capacities) Demonstrate an understanding of the components of communication skills, attending, listening, responding P/S9.11-12.6 Apply and evaluate characteristics needed to be a responsible individual within their peer group, school, family, and community H.5.2. Demonstrate initiative in using appropriate skills for resolving conflicts peacefully and encouraging others to do the same H13.4.	• Students demonstrate effective communication which involves active listening, speaking, and recognizing nonverbal behavior. • People choose when to demonstrate cooperation, collaboration, compromise and negotiation to build and maintain healthy relationships. • Individuals evaluate emotionally charged situations and apply various strategies to respectfully continue communication	• How do I know when it is appropriate to argue and when is it appropriate to listen? • How do I communicate effectively and appropriately using electronics • What behaviors should I employ in my current situation? • How do we continue to work together even when we disagree?

Decision making: *propose ethical, responsible decisions based on data/evidence and content*

Standards:	Understandings:	Essential Questions:
Ethical, responsible decisions: Describe the influence of peer pressure on the choices they make P/S9.3-4.1 Apply effective problem solving and decision making skills to make safe and healthy choices P/S9.7-10.6 Decision Making: Students will be able to propose ethical, responsible decisions based on data/evidence and context (MPS 21st Century Capacities)	• Students independently demonstrate how decisions affect themselves and others around them. • Students critically analyze the impact of social media and technology on their decisions. • Students demonstrate various strategies when making decisions to enhance health. • Students differentiate between situations requiring peer support and requiring adult professional help. • People analyze all possible options and outcomes before taking action.	• How does peer pressure and social media/technology impact my decisions? • Who in my life is impacted by my decisions? • What strategies do I have to make health-enhancing decisions? • What is a responsible action? • What are the consequences and benefits of quick decisions? • How can I make amends when I make a mistake?