

Health I:

Communication & Social/Emotional Health

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - Students will apply knowledge and practice health behaviors and recognize health risks in order to promote healthy lifestyle. - Students will demonstrate the ability to use interpersonal communication and advocacy skills in order to promote personal and community health. - Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials. - Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences. - Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style. <u>Content Standards:</u> - CDCP.1 comprehend concepts related to health promotion and disease prevention to enhance health - CDCP.4 demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks - CDCP.7 demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks	Transfer	
	<i>Students will be able to independently use their learning to make informed decisions in order to lead a healthy lifestyle.</i>	
	Meaning	
	ENDURING UNDERSTANDINGS <i>Students will understand that...</i> Communication styles and skills affect all dimensions of a person's health.	ESSENTIAL QUESTIONS Is how you communicate bad for your health?
	Acquisition	
	<i>Students will know...</i> - the types of communication: aggressive, passive-aggressive, assertive, passive. - the difference between inter and intrapersonal communication. - that effective speaking and listening skills can include tone, assertiveness, body language, eye contact, and asking clarifying questions. - that conflict resolution strategies include compromise, competition, collaboration, avoidance, accommodation. - the warning signs of suicide/depression (verbal or non verbal.) - strategies for communicating with someone struggling emotionally. - resources for suicide, depression, and grief. - that self esteem impacts engaging in risky behaviors. - that self talk influences self esteem - the causes of stress and how it impacts personal health. - that the grieving process is unique to individuals and includes the stages of grief. - the difference between stress management and coping	<i>Students will be skilled at...</i> - Demonstrating effective speaking and listening skills. - Using effective communication to building their self esteem and others. - Practicing stress management & coping techniques. - Applies the use of an I-Statements in appropriate situations. - Preventing or resolving conflicts within themselves or with others (bullying). - Using positive self talk statements. - Demonstrating effective refusal statements (Clear "No", walk away, repeat refusal, change the subject, Provide an excuse or reason why not, delay answering). - Identifying the warning signs of suicide and depression (verbal and non verbal).

	skills. the benefits and outcomes of acute and chronic stress. <u>vocabulary:</u> coping skills, art therapy, humor therapy, meditation/progressive relaxation, guided imagery, goal setting, journaling, counseling, physical activity, stages of grief, warning signs of suicide, stressors- acute and chronic, self esteem, self image, self-concept, body image, types of communication, self talk, I-statements, PTSD, stress overload, compromise, competition, collaboration, avoidance, and accommodation	
Content Area Literacy Standards		21st Century Skills
- RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. - RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. - RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. - RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics. - WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		<i>solve problems</i> <i>think creatively</i> <i>communicate clearly</i> <i>use and manage information</i> <i>interact effectively with others</i>

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
1.12.1 Predict how healthy behaviors can affect health status. 1.12.2 Describe the interrelationships of emotional, intellectual, physical, and social health. 1.12.5 Propose ways to reduce or prevent injuries and health problems. 1.12.6 Analyze the relationship between access to health care and health status. 1.12.8 Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors. 1.12.9 Analyze the potential severity of injury or illness if engaging in unhealthy behaviors. 4.12.1 Use skills for communicating effectively with family, peers, and others to enhance health. 4.12.2 Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks. 4.12.3 Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others. 4.12.4 Demonstrate how to ask for and offer assistance to enhance the health of self and others. 7.12.1 Analyze the role of individual responsibility for enhancing health. 7.12.2 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others. 7.12.3 Demonstrate a variety of behaviors to avoid or reduce health risks to self and others.	PERFORMANCE TASK(S): Letter to Self, Skit demonstrating communication styles or skills - Suicide, substance use, relationships, suicide, homosexuality or gender identity, self esteem, bullying, male/female roles,
	OTHER EVIDENCE:

Stage 3 – Learning Plan	
<i>Summary of Key Learning Events and Instruction</i>	
<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
1.OA.1 Use	1.OA.1 Use

<i>Technology Integration</i>	<i>District Materials</i>
• 1.OA.1 Use	