

Grade 4: Communication/Social & Emotional Health

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - Students will demonstrate the ability to apply knowledge and practice health behaviors and recognize health risks in order to promote a healthy lifestyle. - Students will demonstrate the ability to use interpersonal communication and advocacy skills in order to promote personal and community health. <u>Content Standards:</u> - SHAPE 1. Use functional health information to support health and well-being of self and others. - SHAPE 4. Use interpersonal communication skills to support health and well-being of self and others. - SHAPE 7. Demonstrate practices and behaviors to support health and well-being of self and others.	<i>Transfer</i>	
	Students will be able to independently use their learning to make informed decisions in order to lead a healthy lifestyle.	
	<i>Meaning</i>	
	ENDURING UNDERSTANDINGS Students will understand that... - communication skills help to build healthy and positive relationships with self and others - conflict with others is a natural part of life and requires appropriate resolution skills.	ESSENTIAL QUESTIONS Do your communication skills affect your relationship with other people?
	<i>Acquisition</i>	
	Students will know... - that learning personal assets and strengths will help build self-esteem. - that a person's actions that show a sense of belonging can build others' self-esteem and create a group bond. - that when a person achieves a goal or a milestone, it builds a feeling of success. - the proper ways to express needs, wants, and feelings. - the positive ways to handle difficult emotions such as: fear, anger, sadness. - the appropriate ways to manage and reduce anger and deal with frustration. - the proper ways to manage conflict with others especially bullying. - that it is important to identify stressors and know the best ways to reduce stress. - that there are strategies to build and maintain healthy friendships. - the appropriate ways to communicate respect for diversity (i.e. mental/physical disabilities, culture, race/ethnicity).	Students will be skilled at... - demonstrating interactions among individuals and the possible results (improved self-esteem, bullying, etc...). - demonstrating message tactics and strategies, e.g., clear, organized ideas or beliefs, use of "I" messages, respectful tone, body language. - demonstrating refusals, e.g., clear "no" statement, walk away, provide a reason, delay, change the subject, repeat refusal, provide an excuse, put it off.

	• that there are strategies that build relationships with family members and other adults. • that the best ways to speak effectively are to use I-statements, eye contact, and assertiveness. • that good communication includes effective listening skills (reflective listening). • the different ways people may use nonverbal communication to communicate positively and negatively. <u>vocabulary:</u> I-statements, communication, stress, non-verbal communication, conflict, bullying, self esteem, bystander, assertiveness, compromise, teamwork	
Content Area Literacy Standards		21st Century Skills
not applicable		• work creatively with others • communicate clearly • collaborate with others • make judgments and decisions • be flexible

Stage 2 - Evidence	
Evaluative Criteria	Assessment Evidence
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan
Summary of Key Learning Events and Instruction

<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
<i>Technology Integration</i>	<i>District Materials</i>