

Somers Point School District



Curriculum

Health
Grades 5-6
August 2016

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Somers Point School District

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Acknowledgments

The following individuals are acknowledged for their assistance in the preparation of this Curriculum:

Administrator: Mrs. Kim Tucker, Supervisor of Curriculum

Secretarial Staff: Mrs. Suzanne Klotz

Somers Point Schools

This document reflects the collaboration of teachers, staff, students, parents, and the Board of Education to define our mission, vision and beliefs to guide our work.

Our Mission

Empower each student to make responsible choices, meet challenges, achieve personal success, and contribute to a global society as they apply the New Jersey Core Curriculum Standards to become autonomous, lifelong learners who are literate problem solvers across all disciplines. This is accomplished through:

- *Offering diverse, challenging, effective and progressive programs in a safe, nurturing environment*
- *Providing optimal facilities and resources*
- *Mastering the skills and tools needed for success*
- *Facilitating an educational partnership with home, school and community*

Our Beliefs

Beliefs: We believe that our empowered learners:

- Participate in educational programs that are designed to meet the needs of learners while providing challenging activities in the context of real life situations
- Are aware of community issues and take part in activities to better their community
- Acquire basic skills in obtaining information, thinking critically, solving problems and communicating effectively
- Develop intellectual curiosity and the ability to access information as needed
- Become reflective learners who have an understanding of their own strengths and weaknesses
- Develop the aptitudes and skills to adjust to a changing world and an unpredictable future
- Are lifetime learners who value and accept learning as a continuing and dynamic process affecting all aspects of life
- Value the integrity of all individuals and recognize their own ability to progress academically, socially, and emotionally

Our Vision

The students of the Somers Point School District will demonstrate personal growth over time in relation to individualized goals aligned to the New Jersey Core Content Curriculum Standards. Achievement is evident when students:

- Take academic risks
- Transfer or extend content area knowledge
- Are intrinsically motivated life-long learners
- Are global learners who collaborate beyond the confines of the classroom or school
- Demonstrate social growth
- Are meta-cognitive thinkers
- Solve real-world problems

To foster student achievement Somers Point Educators:

- Promote student-centered learning
- Explicitly communicate the purpose of the lesson and how it fits into students' broader learning
- Provide hands-on learning activities
- Encourage collaboration
- Cultivate a safe environment and a strong classroom community
- Differentiate instruction
- Know the content area, curriculum, and their students
- Integrate technology
- Uncover and capitalize on student interests
- Use assessment data to make instructional decisions
- Commit to life-long learning to improve their practice

PROGRAM PHILOSOPHY, GOALS, AND BELIEFS

Philosophy

Knowledge of health and physical education concepts and skills empowers students to assume lifelong responsibility to develop physical, social and emotional wellness.

- A quality Physical Education program should employ an interdisciplinary approach to teaching the content of Physical Education. Therefore the program should integrate the contents of the field with the content that students learn in their other classes.
- A quality Physical Education program should provide cognitive content and learning experiences that support a variety of physical activity areas including basic movement skills; team, dual, and individual sports; rhythm and dance; and lifetime recreational activities. Areas should be linked to health concepts and health skills.
- A quality Physical Education program should integrate the use of technology. Therefore students should be encouraged to research and use valid and reliable sources for health information.
- A quality Physical Education program should be non-excluding. Therefore students should be actively engaged in the learning experience
- A quality Physical Education program will teach children to become excited about physical fitness and encourage them to gain a level of fitness that they will strive for well into the future.

New Jersey State Department of Education

Core Curriculum Content Standards

Comprehensive Health and Physical Education in the 21st Century

Health literacy is an integral component of 21st century education. Healthy students are learners who are “knowledgeable and productive, [and] also emotionally and physically healthy, motivated, civically engaged, prepared for work and economic self-sufficiency, and ready for the world beyond their own borders” (ASCD, 2004). As part of the state’s initiative to prepare students to function optimally as global citizens and workers, the contemporary view of health and physical education focuses on taking personal responsibility for one’s health through an active, healthy lifestyle that fosters a *lifelong* commitment to wellness.

The mission and vision for comprehensive health and physical education reflects this perspective:

Mission: *Knowledge of health and physical education concepts and skills empowers students to assume lifelong responsibility to develop physical, social, and emotional wellness.*

Vision: A quality comprehensive health and physical education program fosters a population that:

- Maintains physical, social, and emotional health by practicing healthy behaviors and goal setting.
- Engages in a physically active lifestyle.
- Is knowledgeable about health and wellness and how to access health resources.
- Recognizes the influence of media, technology, and culture in making informed health-related decisions as a consumer of health products and services.
- Practices effective cross-cultural communication, problem solving, negotiation, and conflict resolution skills.
- Is accepting and respectful of individual and cultural differences.
- Advocates for personal, family, community, and global wellness and is knowledgeable about national and international public health and safety issues.

Standards, Strands and Cumulative Progress Indicators

The PDF version includes the entire published Core Curriculum Content Standards while the HTML version contains links to Standards' descriptive statements and lists of Strands and CPIs with linked resources.

PDF Version

[New Jersey Core Curriculum Content Standards for Comprehensive Health and Physical Education](#)

In addition, the New Jersey Standards Clarification Project provides materials that convey an understanding of the priorities in the NJ CCCS for math and how to capture those priorities in designing local curriculum and assessments, as well as in managing local instruction across content areas.

To access the NJ Standards Clarification Project:

<http://www.state.nj.us/education/aps/njscp/>

Health Year Long Plan
Grades: 5-6
(32 Weeks)

<u>Unit 1</u> Weeks: 8 (8-16 days) Title: Disease Prevention	<u>Unit 2</u> Weeks: 10 (10-20 days) Title: Alcohol, Tobacco & Other Drugs	<u>Unit 3</u> Weeks:10 (10-20 days) Title: Family Life	<u>Unit 4</u> Weeks: 4 (4-8 days) Title: Community Health Skills
2.1.6.A.3 2.2.6.B.2 2.1.6.C.1 2.1.6.C.2 2.1.6.C.3	2.3.6.A.1 2.3.6.A.2 2.3.6.B.1 2.3.6.B.2 2.3.6.B.3 2.3.6.B.4 2.3.6.B.5 2.3.6.B.6 2.3.6.B.7 2.3.6.C.1 2.3.6.C.2 2.3.6.C.3 2.3.6.C.4	2.4.6.A.1 2.4.6.A.2 2.4.6.A.3 2.4.6.A.4 2.4.6.A.5 2.4.6.B.1 2.4.6.B.2 2.4.6.B.3 2.4.6.B.4 2.4.6.C.1 2.4.6.C.2 2.4.6.C.3 2.4.6.C.4	2.2.6.A.1 2.2.6.A.2 2.2.6.C.1 2.2.6.C.2 2.2.6.C.3 2.1.6.D.1 2.1.6.D.2 2.1.6.D.3 2.1.6.D.4 2.1.6.E.1 2.1.6.E.2 2.1.6.E.3

Health Curriculum

Unit Plan #1

Title: Wellness

Grade Level Cluster: 5 & 6

Length of Time: 8 weeks (8-16 days)

Unit Summary: All students will take responsibility for one's own health is an essential step towards developing and maintaining a healthy, active lifestyle.

Learning Targets

Standard: 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

Strand: A. Personal Growth and Development

CPI# (s):	CPI(s)	Content Statement:
2.1.6.A.3	Determine factors that influence the purchase of healthcare products and use of personal hygiene practices.	Staying healthy is a lifelong process that includes all dimensions of wellness.

2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

Strand: B. B. Decision-Making and Goal Setting

CPI# (s):	CPI(s)	Content Statement:
2.2.6.B.2	Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others.	Every health-related decision has short- and long-term consequences and affects the ability to reach health goals.

2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

Strand: C. Diseases and Health Conditions

CPI# (s):	CPI(s):	
2.1.6.C.1	Summarize means of detecting and treating diseases and health conditions that are prevalent in adolescents.	The early detection and treatment of diseases and health conditions impact one’s health.
2.1.6.C.2	Determine the impact of public health strategies in preventing diseases and health conditions.	
2.1.6.C.3	Compare and contrast common mental illnesses (such as depression, anxiety and panic disorders, and phobias) and ways to detect and treat them.	

Essential Questions:

- How do personal health choices impact our own health as well as the health of others?
- How can a personal commitment to wellness influence the health of others? How does this commitment reduce ones’ risk for diseases, health conditions, and injuries that may impact the quality or duration of one’s life?
- Why is it so difficult to educate people about risky behaviors? Why do some people still engage in unsafe behaviors despite knowing the inherent risks and possible outcomes?

Unit Enduring Understandings:

- Health choices and behaviors have a profound impact on personal, family, community, and global wellness.
- Medical advances, technology, and public health efforts enable some people to live healthier and longer lives than ever before, but many people struggle to be healthy.
- Understanding why a behavior or activity is unsafe or risky is only the first step towards preventing injuries and staying safe. Consistently employing safe and healthy behaviors helps to reduce the incidence and severity of injuries.

Unit Objectives (unpacking CPIs where needed):

- Students will determine the benefits or risks that certain food choices and eating patterns have on one’s overall wellness.
- Students will analyze personal wellness and health practices (nutrition, physical activity) to develop, implement, and achieve 3 personal health goals.

- Students will describe how effective decision making can impact choices made by individuals or groups in regards to personal wellness.
- Students will examine how to analyze foods nutritional value in relation to an individual's needs.
- Students will determine how culture/family history influences impacts one's personal growth and health.
- Students will define common mental illnesses and evaluate one's ability to recognize and adapt negative risk factors in one's lifestyle.

Evidence of Learning

Common Formative Assessments:

Students should be assessed on the Unit Objectives listed above. The amount of quizzes/teacher made assessments administered to the students will be determined by the teacher based on their class and their needs. These formative assessments should be woven into your weekly lesson plans.

Common Summative Assessments:

- **Common Assessment #1** 2.1.6.A.3 (Consumer health and hygiene)
- **Common Assessment #2** 2.2.6.B.2 (Predicting outcomes of health related decisions)
- **Common Assessment #3** 2.1.6.C.1 (Strategies in preventing disease and health conditions)
- **Common Assessment #4** 2.1.6.C.2
- **Common Assessment #5** 2.1.6.C.3

Lesson Plans (8-16 lessons per year)

Lessons	Timeframe	
Lesson #1 Title: Personal Growth and Development	2-6 days	X hours/days
Lesson #2 Title: Decision-Making and Goal Setting	2-6 days	X hours/days
Lesson #3 Title: Diseases and Health Conditions	2-6 days	X hours/days

Curriculum Development Resources *(Click the links below to access additional resources used to design this unit):*

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**Health Curriculum
Unit Plan #2**

Title Alcohol, Tobacco & Other Drugs

Grade Level Cluster: 5-6

Length of Time: 10 weeks (10-20 days)

Unit Summary: The unit explores the physical, mental, and social, consequences associated with drug/medicine use/abuse on the individual as well as the impact of others around them.

Learning Targets

Standard: 2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.

Strand A: Medicines

CPI# (s):	CPI(s):	Content Statement:
2.3.6.A.1	Compare and contrast short- and long-term effects and the potential for abuse of commonly used over-the-counter and prescription medicines and herbal and medicinal supplements.	Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective.
2.3.6.A.2	Compare information found on over-the-counter and prescription medicines.	

Strand B: Alcohol, Tobacco, and Other Drugs

2.3.6.B.1	Explain the system of drug classification and why it is useful in preventing substance abuse.	There is a strong relationship between individuals who abuse drugs and increased intentional and unintentional health-risk behaviors.
2.3.6.B.2	Relate tobacco use and the incidence of disease.	
2.3.6.B.3	Compare the effect of laws, policies, and procedures on smokers and nonsmokers.	

2.3.6.B.4	Determine the impact of the use and abuse of alcohol on the incidence of illness, injuries, and disease, the increase of risky health behaviors, and the likelihood of harm to one's health.	There is a strong relationship between individuals who abuse drugs and increased intentional and unintentional health-risk behaviors.
2.3.6.B.5	Determine situations where the use of alcohol and other drugs influence decision-making and can place one at risk.	
2.3.6.B.6	Summarize the signs and symptoms of inhalant abuse.	
2.3.6.B.7	Analyze the relationship between injected drug use and diseases such as HIV/AIDS and hepatitis.	
Strand: C	Dependency/Addiction and Treatment	
2.3.6.C.1	Summarize the signs and symptoms of a substance abuse problem and the stages that lead to dependency/addiction.	Substance abuse is caused by a variety of factors.
2.3.6.C.2	Explain how wellness is affected during the stages of drug dependency/addiction.	
2.3.6.C.3	Determine the extent to which various factors contribute to the use and abuse of alcohol, tobacco, and other drugs by adolescents, such as peer pressure, low self-esteem, genetics, and poor role models.	
2.3.6.C.4	Determine effective strategies to stop using alcohol, tobacco and other drugs, and that support the ability to remain drug-free.	There are many ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems.

<p>Unit Essential Questions:</p> <p>Why do people use and abuse alcohol, tobacco and other drugs despite warnings about the dangers to self and others?</p>	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • The use and abuse of alcohol, tobacco, and other drugs not only impacts the individual but may have a profound impact on others.
<p>Unit Objectives (unpacking CPIs where needed):</p> <ul style="list-style-type: none"> • Determine how laws/ policies have an effect on the health of smokers and nonsmokers. • Compare the effects and consequences of laws, policies, and procedures on people who use and abuse substances to those who do not. • Explain the system of drug classification and why it is useful in preventing substance abuse. • Relate tobacco uses and the incidents of disease. • Summarize the signs and symptoms of a person who is abusing alcohol, tobacco, and other drugs, and determine how it affects personal wellness both short and long term. • Identify the factors; such as peer pressure, that influence teen alcohol/drug use. 	
<p>Evidence of Learning</p>	
<p>Common Formative Assessments:</p> <p>Students should be assessed on the Unit Objectives listed above. The amount of quizzes/teacher made assessments administered to the students will be determined by the teacher based on their class and their needs. These formative assessments should be woven into your weekly lesson plans.</p>	
<p>Common Summative Assessments:</p> <ul style="list-style-type: none"> • Common Summative #1 2.3.6.A.1 (Compare/contrast the effects of prescription and over-the-counter drug abuse) • Common Summative #2 2.3.6.B.1 (The usefulness of drug classification and how it relates to prevention of substance abuse.) • Common Summative #3 2.3.6.B.2 (Tobacco and its relationship to disease) • Common Summative #4 2.3.6.B.3 (Compare laws, policies, and procedures on smokers and nonsmokers. • Common Summative #5 2.3.6.B.4 (Alcohol use/abuse and its harmful effect on one’s health.) • Common Summative #6 2.3.6.B.6 (The harmful effects of inhalant abuse) • Common Summative #7 2.3.6.B.7 (Analyze the relationship of intravenous drug use and disease.) • Common Summative #8 2.3.6.C.1 (Signs and symptoms of abuse that lead to addiction.) • Common Summative #9 2.3.6.C.4 (Effective strategies to stay drug free.) • Common Summative #10 2.3.6.A.2 	

- **Common Summative #11** 2.3.6.B.5
- **Common Summative #12** 2.3.6.C.2
- **Common Summative #11** 2.3.6.C.3

Lesson Plans (10-20 per year)

Lessons	Timeframe
Lesson #1 Medicines	5 days
Lesson #2 Alcohol, Tobacco, and Other Drugs	10 days
Lesson #3 Dependency/Addiction and Treatment	5 days

Curriculum Development Resources *(Click the links below to access additional resources used to design this unit):*

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Identify the challenges faced by adolescent parents and their families.

Health Curriculum

Unit Plan # 3

Title: Family Life

Grade Level Cluster: 5-6

Length of Time: 10 weeks (10-20 days)

Unit Summary: This unit is designed to present strategies and skills necessary to engage in healthy active relationships throughout their lives.

Learning Targets

2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.

Strand: A. Relationships

CPI# (s):	CPI(s):	Content Statement:
2.4.6.A.1	Compare and contrast how families may change over time.	Healthy relationships require a mutual commitment.
2.4.6.A.2	Analyze the characteristics of healthy friendships and other relationships.	
2.4.6.A.3	Examine the types of relationships adolescents may experience.	
2.4.6.A.4	Demonstrate successful resolution of a problem(s) among friends and in other relationships.	
2.4.6.A.5	Compare and contrast the role of dating and dating behaviors in adolescence.	

Strand: B. Sexuality

2.4.6.B.1	Compare growth patterns of males and females during adolescence.	Most significant physical, emotional, and mental growth changes occur during adolescence, but not necessarily at the same rates.
2.4.6.B.2	Summarize strategies to remain abstinent and resist pressures to become sexually active.	Responsible actions regarding sexual behavior impact the health of oneself and others.

2.4.6.B.3	Determine behaviors that place one at risk for HIV/AIDS, STIs , HPV , or unintended pregnancy.	
2.4.6.B.4	Predict the possible physical, social, and emotional impacts of adolescent decisions regarding sexual behavior.	
Strand: C. Pregnancy and Parenting		
2.4.6.C.1	Summarize the sequence of fertilization, embryonic growth, and fetal development during pregnancy.	Knowing the physiological process of how pregnancy occurs as well as development of the fetus leading to child birth contribute to a greater understanding of how and why a healthy environment should be provided for the pregnant mother.
2.4.6.C.2	Identify the signs and symptoms of pregnancy.	
2.4.6.C.3	Identify prenatal practices that support a healthy pregnancy.	
2.4.6.C.4	Predict challenges that may be faced by adolescent parents and their families.	Adolescent parents may have difficulty adjusting to emotional and financial responsibilities of parenthood.
Unit Essential Questions: <ul style="list-style-type: none"> • How does your family influence the adult you will become? • How do you develop and sustain relationships over time? • Why is it so hard to have healthy relationships? 		Unit Enduring Understandings: <ul style="list-style-type: none"> • Relationships are the connections people have with each other. The family provides the first opportunity for a person to develop relationship skills. Every family is different but all families provide the foundation for future relationships. As individuals mature, they seek out different relationships with peers, colleagues, and loved ones. • Through social networking, people even establish relationships with individuals they have never met. We now live in a world where families and relationships are constantly changing and where global communication systems have extended friendships and relationships across the miles.

Unit Objectives (unpacking CPIs where needed):

- Describe the role that dating and dating behaviors (communication, honesty) play in the lives of adolescents.
- Identify how conflicts may be resolved between individuals in relationships.
- Identify strategies (refusal skills) that adolescents may employ to resist pressure to become sexually active and remain abstinent.
- Identify the possibly signs of pregnancy.
- Discuss the process of fertilization, embryonic growth, and fetal development and explain how the health of the birth mother affects a developing fetus.
- Summarize strategies to remain abstinent and resist pressures to become sexually active. Evaluate the ramifications (HIV/AIDS, STI's, HPV, and Pregnancy) of sexual activity during adolescence and how they may impact the choices regarding sexual behavior.
- Evaluate the ramifications (HIV/AIDS, STI's, HPV, and Pregnancy) of sexual activity during adolescence and how they may impact the choices regarding sexual behavior.
- Identify the challenges faced by adolescent parents and their families.

Evidence of Learning

Common Formative Assessments:

Students should be assessed on the Unit Objectives listed above. The amount of quizzes/teacher made assessments administered to the students will be determined by the teacher based on their class and their needs. These formative assessments should be woven into your weekly lesson plans.

Common Summative Assessments:

- **Common Summative #1** 2.4.6.A.1 (Compare and contrast how families change)
- **Common Summative #2** 2.4.6.A.2 (Analyzing the characteristics of healthy relationships)
- **Common Summative #2** 2.4.6.A.3
- **Common Summative #2** 2.4.6.A.4
- **Common Summative #2** 2.4.6.A.5
- **Common Summative #3** 2.4.6.B.1 (Comparing growth patterns of males and females)
- **Common Summative #4** 2.4.6.B.2 (Strategies to resist premature sexuality activity)
- **Common Summative #5** 2.4.6.B.3 (Examining risky behaviors that lead to sexual transmitted disease or unintended pregnancy)
- **Common Summative #6** 2.4.6.B.4 (Predict impact of adolescent decisions regarding sexual behavior)
- **Common Summative #7** 2.4.6.C.1 (Summarize fetal development during pregnancy)
- **Common Summative #8** 2.4.6.C.2 - 2.4.6.C.3 (Identify signs and symptoms of pregnancy and practices that support healthy pregnancy)
- **Common Summative #9** 2.4.6.C.4 (Predict challenges faced by adolescent parents and their families)

Lesson Plans (10-20 lessons per year)

Lessons	Timeframe
Lesson #1 Title: A. Relationships	2-4 days
Lesson #2 Title: B. Sexuality	4-8 days
Lesson #3 Title: Pregnancy and Parenting	4-8 days

Health Curriculum

Unit Plan # 4

Title: Community Health skills

Grade Level Cluster: 5-6

Length of Time: 4 WEEKS (4-8 days)

Unit Summary:

Students will learn ways to build character, become advocates, and have a positive impact on their community.

Learning Targets

Standard:

2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

Strand:

A. Interpersonal Communication

CPI# (s):

CPI(s):

Content Statement:

2.2.6.A.1

Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others.

Effective communication may be a determining factor in the outcome of health- and safety-related situations.

2.2.6.A.2

Demonstrate use of refusal, negotiation, and assertiveness skills in different situations.

Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.

Strand:

C. Character Development

CPI# (s):	CPI(s)	Content Statement:
2.2.6.C.1	Explain how character and core ethical values can be useful in addressing challenging situations.	Personal core ethical values impact the behavior of oneself and others.
2.2.6.C.2	Predict situations that may challenge an individual’s core ethical values.	Character building is influenced by many factors both positive and negative, such as acceptance, discrimination, bullying, abuse, sportsmanship, support, disrespect, and violence.
2.2.6.C.3	Develop ways to proactively include peers with disabilities at home, at school, and in community activities.	

Standard:

2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

Strand:

D. Safety

CPI# (s):	CPI(s)	Content Statement:
2.1.6.D.1	Summarize the common causes of intentional and unintentional injuries in adolescents and related prevention strategies.	Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others.
2.1.6.D.2	Explain what to do if abuse is suspected or occurs.	
2.1.6.D.3	Summarize the components of the traffic safety system and explain how people contribute to making the system effective.	
2.1.6.D.4	Assess when to use basic first-aid procedures	Applying first-aid procedures can minimize injury and save lives.

Strand:

E. Social and Emotional Health		
CPI# (s):	CPI(s)	Content Statement:
2.1.6.E.1	Examine how personal assets and protective factors support healthy social and emotional development.	Social and emotional development impacts all components of wellness.
2.1.6.E.2	Make recommendations to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying.	Respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture provide a foundation for the prevention and resolution of conflict.
2.1.6.E.3	Compare and contrast ways that individuals, families, and communities cope with change, crisis, rejection, loss, and separation.	Stress management skills impact an individual's ability to cope with different types of emotional situations.
Unit Essential Questions: <ul style="list-style-type: none"> Why is it so difficult for some people to access healthcare? How do you know when you need help? What's more important: prevention or cure? 		Unit Enduring Understandings: <ul style="list-style-type: none"> Knowing how and when to navigate the healthcare system is critical to maintaining wellness. The early detection of diseases and health conditions contributes to one's health and helps reduce healthcare costs.
Unit Objectives (unpacking CPIs where needed): <ul style="list-style-type: none"> Students will demonstrate how of the use of verbal and nonverbal (conversation, physical gesture) interpersonal communication may impact the health of oneself or others we come into contact with. Students will determine how preconceived attitudes and assumptions impact personal and family decisions and behaviors. Students will summarize the common causes of intentional and unintentional injuries and develop strategies to reduce or prevent the risk of injury at home, school, and community. Students will examine how personal assets and protective factors support healthy social and emotional development. 		
Evidence of Learning		
Common Formative Assessments:		

- Students should be assessed on the Unit Objectives listed above. The amount of quizzes/teacher made assessments administered to the students will be determined by the teacher based on their class and their needs. These formative assessments should be woven into your weekly lesson plans.

Common Summative Assessments:

- **Common Summative #1** 2.2.6.A.1 (Demonstrating communications that impact one’s health)
- **Common Summative #2** 2.2.6.C.1 (Developing character traits to utilize in challenging situations)
- **Common Summative #3** 2.1.6.D.1 (Summarize the causes and discuss prevention strategies for intentional/unintentional injuries and utilize basic first-aid procedures.)
- **Common Summative #4** 2.1.6.D.2 (Explain action taken if abuse is suspected or occurs)
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- **Common Summative #5** 2.1.6.D.3 (Summarize how people contribute to the effectiveness of traffic safety system)
- **Common Summative #6** 2.1.6.E.1 (Examine personal assets and protective factors that support healthy development)
- **Common Summative #7** 2.1.6.E.2 (Resolving school and community conflicts)
- **Common Summative #8** 2.1.6.E.3 (Compare and contrast how families cope with everyday problems)
- **Common Summative #9** 2.2.6.A.2
- **Common Summative #10** 2.2.6.C.2
- **Common Summative #10** 2.2.6.C.3
- **Common Summative #10** 2.2.6.D.4

Lesson Plans (8 lessons per year)

Lessons	Time frame
Lesson #1 Title: Interpersonal Communication	2 days
Lesson #2 Title: Character Development	2 days
Lesson #3 Title: Safety	2 days
Lesson #4 Title: Social and Emotional Health	2 days

Curriculum Development Resources *(Click the links below to access additional resources used to design this unit):*

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COURSE BENCHMARKS

The student will be able to:
