

STANDARD 2.2 INTEGRATED SKILLS GRADE 1&2

<p>Established Goals: Standards</p> <p>2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</p> <p>A. Interpersonal Communication</p> <p>2.2.2.A.1</p> <p>Express needs, wants, and feelings in health- and safety-related situations.</p> <p>B. Decision-Making and Goal Setting</p> <p>2.2.2.B.1</p> <p>Explain what a decision is and why it is advantageous to think before acting.</p> <p>2.2.2.B.2</p> <p>Relate decision-making by self and others to one’s health.</p> <p>2.2.2.B.3</p> <p>Determine ways parents, peers, technology, culture, and the media influence health decisions.</p> <p>2.2.2.B.4</p> <p>Select a personal health goal and explain why setting a goal is important.</p> <p>C. Character Development</p> <p>2.2.2.C.1</p> <p>Explain the meaning of Character and how it is reflected in the thoughts, feelings, and actions of oneself and others.</p> <p>2.2.2.C.2</p> <p>Identify types of disabilities and demonstrate appropriate behavior when interacting with people with disabilities.</p> <p>D. Advocacy and Service</p> <p>2.2.2.D.1</p> <p>Determine the benefits for oneself and others of participating in a class or school service activity.</p>	Transfer	
	<p>Students will be able to:</p> <p>A. Effective communication may be a determining factor in the outcome of health- and safety related situations.</p> <p>B. Effective decision-making skills foster healthier lifestyle choices.</p> <p>C. Character traits are often evident in behaviors exhibited by individuals when interacting with others.</p> <p>D. Service projects provide an opportunity to have a positive impact on the lives of self and others.</p> <p>E. Knowing how to locate health professionals in the home, at school, and in the community assists in addressing health emergencies and obtaining reliable information.</p>	
	Meaning	
	ENDURING UNDERSTANDING	ESSENTIAL QUESTIONS
<p>A. Making good health decisions requires the ability to access and evaluate reliable resources. Effective communication skills enhance a person’s ability to express and defend their beliefs.</p> <p>B. Decision-making can be affected by a variety of influences that may not be in a person’s best Interest. Developing and implementing a plan to reach realistic wellness goals increases the likelihood of reaching those goals.</p> <p>C. Character can be developed and supported through individual and group activities, the influences of positive role models and involvement in community service.</p> <p>Character is who you are when no one is looking.</p> <p>D. Service to others and advocacy to promote</p>	<p>A. How do you know whether or not health information is accurate? How do I learn to stand for and communicate my beliefs to others without alienating them?</p> <p>B. Why might educated people make poor health decisions? How do I overcome negative influence when making decisions about my personal health? □ In order to achieve lifetime wellness, what should I plan for and what should I just let happen?</p> <p>C. How are character and health related? What aspects of our character can be changed? To what extent do outside influences shape values?</p> <p>D. How can you inspire others to address health issues?</p> <p>E. Where do I go to access information about good health and fitness services?</p>	

<p>E. Health Services and Information</p> <p>2.2.2.E.1</p> <p>Determine where to access home, school, and community health professionals.</p>	<p>personal and community wellness can impact the immediate community and society as a whole. E. There are numerous health and fitness programs available that provide a variety of services. Not all are created equal.</p>	
	Acquisition	
	KNOWLEDGE	SKILLS
	<i>Students will know how to...</i>	<i>Students will be skilled at...</i>
	<p>The use of critical thinking, decision making, problem solving, leadership and communication skills are essential to making informed personal, family and community decisions.</p>	<p>A. Express needs, wants and feelings in health- and safety-related situations.</p> <p>B. Explain what a decision is and why it is advantageous to think before acting. Related decision-making by self and others to one's health.</p> <p>Determine ways parents, peers, technology, culture and media influence health decisions.</p> <p>Select a personal health goal and explain why setting a goal is important.</p> <p>C. Explain the meaning of character and how it is reflected in the thoughts, feelings, and actions of oneself and others. Identify types of disabilities and demonstrate appropriate behavior when interacting with people with disabilities.</p> <p>D. Determine the benefits for oneself and others of participating in a class or school service activity.</p> <p>E. Determine where to access home, school, and community health professionals.</p>

Vocabulary	Instruction and Pacing	
Feelings, Decision making, Culture, Goals, Character, Disabilities, Service, Health Services Related Vocabulary	Content and learning activities related to	
	A. Interpersonal Communication	1 week
	B. Decision-Making and Goal Setting	1 week

	C. Character Development	
	D. Advocacy and Service	1 week
	E. Health Services and Information	1 week

Resources

Text Books/Workbooks
Internet research
Health Web Sites
Games

Differentiation and Accommodations

Provide graphic organizers
Provide additional examples and opportunities for additional problems for repetition
Provide tutoring opportunities
Provide retesting opportunities after remediation (up to teacher and district discretion)
Teach for mastery not test
Teaching concepts in different modalities
Adjust pace and homework assignments

ELL Modifications

- Utilize the World Language Teacher and the ELL Teacher

21st Century Skills	Critical Thinking, Creative Thinking, Collaborating, Communicating, and Technology Literacy
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Instructional Strategies	<p>Fairfield School recognizes the importance of the varying methodologies that may be successfully employed by teachers within the classroom and, as a result, identifies a wide variety of possible instructional strategies that may be used effectively to support student achievement. These may include, but not be limited to, strategies that fall into categories identified by the Framework for Teaching by Charlotte Danielson:</p> <ul style="list-style-type: none"> Communicating with students Using questioning and discussion techniques Engaging students in learning Using assessment in instruction
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