Established Goals:	Transfer

Standards
 	
2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.
 	
A. Interpersonal Communication
 	
2.2.4.A.1
 	
Demonstrate effective interpersonal communication in health- and safety-related situations.
 	
2.2.4.A.2
 	
Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others.
 	
B. Decision-Making and Goal Setting
 	
2.2.4.B.1
 	
Use the decision-making process when addressing health-related issues.
 	
2.2.4.B.2
 	
Differentiate between situations when a health-related decision should be made independently or with the help of others.
 	
2.2.4.B.3
 	
Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors.
 	
2.2.4.B.4
 	
Develop a personal health goal and track progress.
 	
C. Character Development
 	
2.2.4.C.1
 	
Determine how an individual's character develops over time and impacts personal health.
 	
2.2.4.C.2
 	
Explain why core ethical values (such as respect, empathy, civic mindedness, and good citizenship) are important in the local and world community.
	Students will be able to:
	    A. Effective communication may be a determining factor in the outcome of health- and safety-related situations. Effective communications is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.
	    B. Many health-related situations require the application of a thoughtful decision-making process.
	    C. Personal core ethical values impact the health of oneself and other character building is influenced by many factors both positive and negative such as acceptance, discrimination, bullying, abuse, sportsmanship, support, disrespect, and violence.
	    D. Service projects provide an opportunity to have a positive impact on the lives of self and others.
	    E. Communicating health needs to trusted adults and professionals assists in the prevention, early detection and treatment of health problems.

Meaning	
ENDURING UNDERSTANDING	ESSENTIAL QUESTIONS
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. 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 increase the likelihood of reaching those goals. C. Character can be developed and supported through individual and group activities, the influences of positive role models and involvement in community service. Character is who you are	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? B. Why might educated people make poor health decisions? How do I overcome negative influence when making decisions about my health? ⬚ In order to achieve lifetime wellness, what should I plan for and what should I just let happen? C. How are character and health related? What aspects of our character can be changed? To what extent do outside influences shape values? D. How can you inspire others to address health issues? E. Where do I go to access information about good health and fitness services?

2.2.4.C.3 Determine how attitudes and assumptions toward individuals with disabilities may negatively or positively impact them. **D. Advocacy and Service** 2.2.4.D.1 Explain the impact of participation in different kinds of service projects on community wellness. **E. Health Services and Information** 2.2.4.E.1 Identify health services and resources provided in the school and community and determine how each assists in addressing health needs and emergencies. 2.2.4.E.2 Explain when and how to seek help when experiencing a health problem.	when no one is looking. E. There are numerous health and fitness programs available that provide a variety of services. Not all are created equal.	

Acquisition	
KNOWLEDGE	SKILLS
Students will know how to…	*Students will be skilled at…*
The use of critical thinking, decision making, problem solving, leadership and communication skills are essential to making informed personal, family and community decisions.	A. Demonstrate effective interpersonal communication in health- and safety-related situations. Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others. B. Use the decision-making process when addressing health-related issues. Differentiate between situations when a health-related decision should be made independently or wit others. Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decision and behavior. Develop a personal health goal and track progress. C. Determine how an individual's character develops over time and impacts personal health. Explain why core ethical values (such as respect, empathy, civic mindedness, and good citizenship) are important in the local and world community. Determine how attitudes and assumptions towards individuals with disabilities may negatively or positively impact them. D. Explain the impact of participation in different kinds of service projects on community wellness. E. Identify health services and resources provided in the school and community and determine how each assists in addressing health needs and emergencies. Explain when and how to seek help when experiencing a health problem

Vocabulary	Instruction and Pacing	
Effective communication, Interpersonal, Goals, Peers, Feelings , Health Decisions	**Content and learning activities related to**	
	A. Interpersonal Communication	**1 week**
	B. Decision-Making and Goal Setting	**1 week**

Related Vocabulary	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
Instructional Strategies	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: • Communicating with students • Using questioning and discussion techniques • Engaging students in learning • Using assessment in instruction

	• Demonstrating Flexibility and Responsiveness
Interdisciplinary Connections	

Common Misconceptions	Proper Conceptions
A. Effective communication may not be a determining factor in the outcome of health- and safety-related.	A. Effective communication may be a determining factor in the outcome of health- and safety-related.
B. Do not use the decision-making process when addressing health-related issues.	B. Use the decision-making process when addressing health-related issues.
Character building is not influenced by many factors both positive and negative. C.	C. Character building is influenced by many factors both positive and negative . .
D. You do not benefit from participating in a service project. E. You do not need to know where your community health professionals are located.	D. You do not benefit from participating in a service project. E. You do not need to know where your community health professionals are located.

Performance Task
Written assessments, Small group/class discussion, Homework,   **Rubric**

ASSESSMENTS

Suggested Formative Assessment

Problem of the Day

Lesson Quizzes

Exit Ticket

Anecdotal Records (Topic Observation Checklist)

Suggested Summative Assessment

Grade level developed Unit/Envisions Topic Tests

Ed-Connect Express Tests /State Unit Benchmark Assessment/Performance Task