Unit 3: Emotional, Intellectual, Social, and Family Health

Content Area: **Health**
Course(s): **Health**
Time Period: **Week 15**
Length: **10 Weeks**
Status: **Published**

Unit Overview

In the Emotional, Intellectual, Family and Social Health Unit, students will learn to identify and manage their feelings. They will explore the relationships that exist among friends and among family members, including strategies for maintaining healthy relationships.

Standards

HPE.2.1.2.E.1	Identify basic social and emotional needs of all people.
HPE.2.1.2.E.2	Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.
HPE.2.1.2.E.3	Explain healthy ways of coping with common stressful situations experienced by children.
HPE.2.2.2.A.1	Express needs, wants, and feelings in health- and safety-related situations.
HPE.2.2.2.B.1	Explain what a decision is and why it advantageous to think before acting.
HPE.2.2.2.B.2	Relate decision-making by self and others to one's health.
HPE.2.2.2.B.3	Determine ways parents, peers, technology, culture, and the media influence health decisions.
HPE.2.2.4.A.1	Demonstrate effective interpersonal communication in health- and safety-related situations.
HPE.2.4.2.A.1	Compare and contrast different kinds of families locally and globally.
HPE.2.4.2.A.2	Distinguish the roles and responsibilities of different family members.
HPE.2.4.2.A.3	Determine the factors that contribute to healthy relationships.
HPE.2.4.4.A.1	Explain how families typically share common values, provide love and emotional support, and set boundaries and limits.

Essential Questions

How can you learn to like yourself and others?

How do I overcome negative influences when making decisions about my personal health?

How do we learn to understand and respect diversity in relationships?

Application of Knowledge and Skills...

Students will know that...

- classrooms - like families - have rules and all members help with responsibilities.
- that everyone has different skills, strengths and weaknesses.
- that families have rules and all members help with family responsibilities.
- that sharing feelings helps you to deal with them.
- there are many different kinds of families. Family members respect each other and share feelings.
- what makes a good friend.

Students will be skilled at...

- describe a good friend.
- identify family rules and chores.
- identify their own feelings and the feelings of others from their expression and the situation.
- manage stress.
- say "no" to a friend.

Assessments

- Summative: Benchmark Assessment 2.1.E; 2.2.A; 2.2.B; 2.4.A Mid year and final benchmark tests.
- Diagnostic: Instructional/Assessment Focus 2.1.2.E.1; 2.2.2.A.1; 2.4.2.A.3; 2.2.4.A.1 Identify and chart feelings.
- Diagnostic: Visual Arts Project 2.1.2.E.1;2.2.2.B.3; 2.4.2.A.1; 2.4.2.A.2; 2.4.2.A.3; 2.4.4.A.1 Draw a picture of your family doing something you like to do together.
- Formative: Other written assessments 2.1.2.E.2; 2.1.2.E.3; 2.2.2.A.1; 2.2.2.B.3; 2.2.4.A.1 Write about ways to manage stress and what causes stress.
- Formative: Other written assessments 2.1.2.E.2; 2.4.2.A.3; 2.2.4.A.1; 9.1.4.A.5 Write about the characteristics of a good friend.
- Summative: Other oral assessments 2.1.E, 2.2.A, 2.2.B, 2.4.A Discuss ways that identifying and dealing with emotions and following class and family rules help to maintain healthy relationships.

Activities

- Discuss different feelings and how people can share them in a positive way.
- Discuss what makes a good friend. You can say 'no' to a friend, and s/he will still be your friend.
- Everyone is special in some way. Discuss different strengths and weaknesses.
- Discuss causes of stress and ways to manage it including talking, taking deep breaths, and playing hard.

- Discuss different kinds of families. Families love and help each other.
- Discuss how rules help families to run smoothly. Every family member can help with family work.
- Discuss or write about the characteristics of a good friend.
- Discuss how rules help classrooms to run smoothly. Identify classroom rules. Discuss treating classmates with respect and caring.

Activities to Differentiate Instruction

General Modification for All Students May Include:

- Follow the differentiation pattern of:
    - Identification of Objectives
    - Pre-Assessment of student understanding
    - Differentiated Activity
    - Whole-Group Discussion
    - Post-Assessment
    - Flexible Grouping strategies:
        - Readiness Groups – "readiness" refers to a student's grasp of a particular concept or task
        - Student Choice Groups
        - Interest Groups
        - Learning Profile Groups
        - When working in groups, students may benefit from having assigned roles in the group, which could be differentiated based on student's ability. Examples include, "facilitator", "materials coordinator", "time keeper", and "task master".
        - Provide student choice for assignments and activities that may appeal to their interests or particular abilities
        - Provide visual and auditory learning supports

Content Specific Modifications for Special Education Students May Include:

- Modifications and accommodations as listed the student's IEP
- One-on-one supports
- Prioritize tasks
- Modified or reduced assignments
- Reading supplemental books of different difficulties

Differentiation for ELL's May Include:

- General modifications may include:
    - Integrate activities into thematic units
    - Trigger student's prior knowledge and experience, which may be different from other students in the class
    - Scaffold complex texts
    - Collaboration with ELL teacher

- Content specific vocabulary important for ELL students to understand include: feelings, stress

Differentiation to extend learning for Gifted students may include:

- When differentiating for gifted learners, consider the following three areas to differentiate: content, process, and product.
  - Content – consider leveling of resources, using additional resources, or developing learning centers. If modifying the content for students, consider various ways to modify content including acceleration of delivery, providing more depth or complexity in the topic, or creating scenarios that utilize critical or creative thinking.
  - Process – consider asking different questions or having students develop the questions, varying group patterns, or developing small groups that will enable you to target instruction
  - Product – allow for student choice in work products, independent study options related to the content areas, or appealing to their particular strengths when considering the theory of multiple intelligences

Integrated/Cross-Disciplinary Instruction

Language Arts: books about feelings, families, friendships, classrooms

Resources

McGraw Hill Health Teacher's Edition

McGraw Hill Health big book

McGraw Hill Health duplication masters

McGraw Hill Health posters

Trade books about feelings, families, friendships, classrooms

Poem, 'Hug o' War' by Shel Silverstein

21st Century Skills

CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP3.1	Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
CRP.K-12.CRP8.1	Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.