Unit 3 - Communication and Relationships

Content Area: **PE/Health**
Course(s): **Health 9**
Time Period:
Length: **15 Days**
Status: **Published**

Unit Overview

This unit will focus on the student's ability to make life decisions. They will understand consequences, pros and cons, and risks involved. Students will learn about the different roles that make up a healthy relationship and how self esteem factors in. The students will also be exposed to effective skills of communication (listening, speaking and refusal skills) and problems that may arise from poor communication within a relationship. The students will learn about harmful relationships such as abuse, sexual assault and bullying. Students will also learn how to identify bullying situations. Cyberbullying, the potential dangers of cell phones and social media will also be covered. Students will also examine the correlation between bullying and suicide.

Title Section

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Comprehensive Health and Physical Education, Grade 9

Unit 3 - Communication and Relationships

Belleville Board of Education

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Enduring Understanding

- Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.
- Communicating health needs to trusted adults and professionals assists in the prevention, early detection, and treatment of health problems.
- There are several forms of communication other than verbal.
- The ability to communicate what you want clearly is an essential life skill.
- Words have a lasting impact; it is important to think before you speak.

- Nothing you post/send is private; once it is out there, it is out there.

Essential Questions

- What are the personal and interpersonal life choices that will maximize lifelong wellness?
- Why is it important to have healthful family relationships?
- How does my emotional health influence my relationships with others?
- How do I know if I am in a healthy peer relationship?
- Why is communication important in our daily lives?
- What are effective communication skills which can be used to create healthy relationships?
- How can you prevent and resolve conflicts?
- How can we recognize the warning signs of someone being bullied/harassed?
- What are the short and long term effects to students who are constantly bullied and harassed?
- How can you cope with bullying/cyberbullying in a constructive way?
- Why is it important to respect the differences in others?
- What are three types of relationships?
- What is the function of dating?
- What traits are desired in a long-term relationship?

Exit Skills

- Effective communication is essential to a healthy relationship in family, work and community settings.
- Communicating ideas effectively is essential to successful interactions with others.
- Decision making and problem solving skills help to manage and reduce conflict

New Jersey Student Learning Standards (NJSLS)

HPE.2.1.12.E.1	Predict the short- and long-term consequences of unresolved conflicts.
HPE.2.1.12.E.3	Examine how a family might cope with crisis or change and suggest ways to restore family balance and function.
HPE.2.2.12.A.1	Employ skills for communicating with family, peers, and people from other backgrounds and cultures that may impact the health of oneself and others.
HPE.2.2.12.A.2	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts.
HPE.2.2.12.A.3	Analyze the impact of technology on interpersonal communication in supporting wellness and a healthy lifestyle.
HPE.2.2.12.A.CS1	Effective interpersonal communication encompasses respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture.
HPE.2.2.12.A.CS2	Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.
HPE.2.2.12.A.CS3	Technology increases the capacity of individuals to communicate in multiple and diverse ways.
HPE.2.4.12.A.1	Compare and contrast how family structures, values, rituals, and traditions meet basic human needs worldwide.
HPE.2.4.12.A.2	Compare and contrast the current and historical role of life commitments, such as marriage.
HPE.2.4.12.A.3	Analyze how personal independence, past experience, and social responsibility influence the choice of friends in high school and young adulthood.
HPE.2.4.12.A.4	Predict how relationships may evolve over time, focusing on changes in friendships, family, dating relationships, and lifetime commitments such as marriage.
HPE.2.4.12.A.5	Determine effective prevention and intervention strategies to address domestic or dating violence (e.g., rules of consent, warning signs of dating violence).
HPE.2.4.12.A.6	Analyze how various technologies impact the development and maintenance of local and global interpersonal relationships.
HPE.2.4.12.A.CS1	Individuals in healthy relationships share thoughts and feelings, have fun together, develop mutual respect, share responsibilities and goals, and provide emotional security for one another.
HPE.2.4.12.A.CS2	Technology impacts the capacity of individuals to develop and maintain interpersonal relationships.

Interdisciplinary Connections

LA.SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LA.SL.9-10.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
LA.L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.9-10.4.A	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
LA.L.9-10.4.B	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).

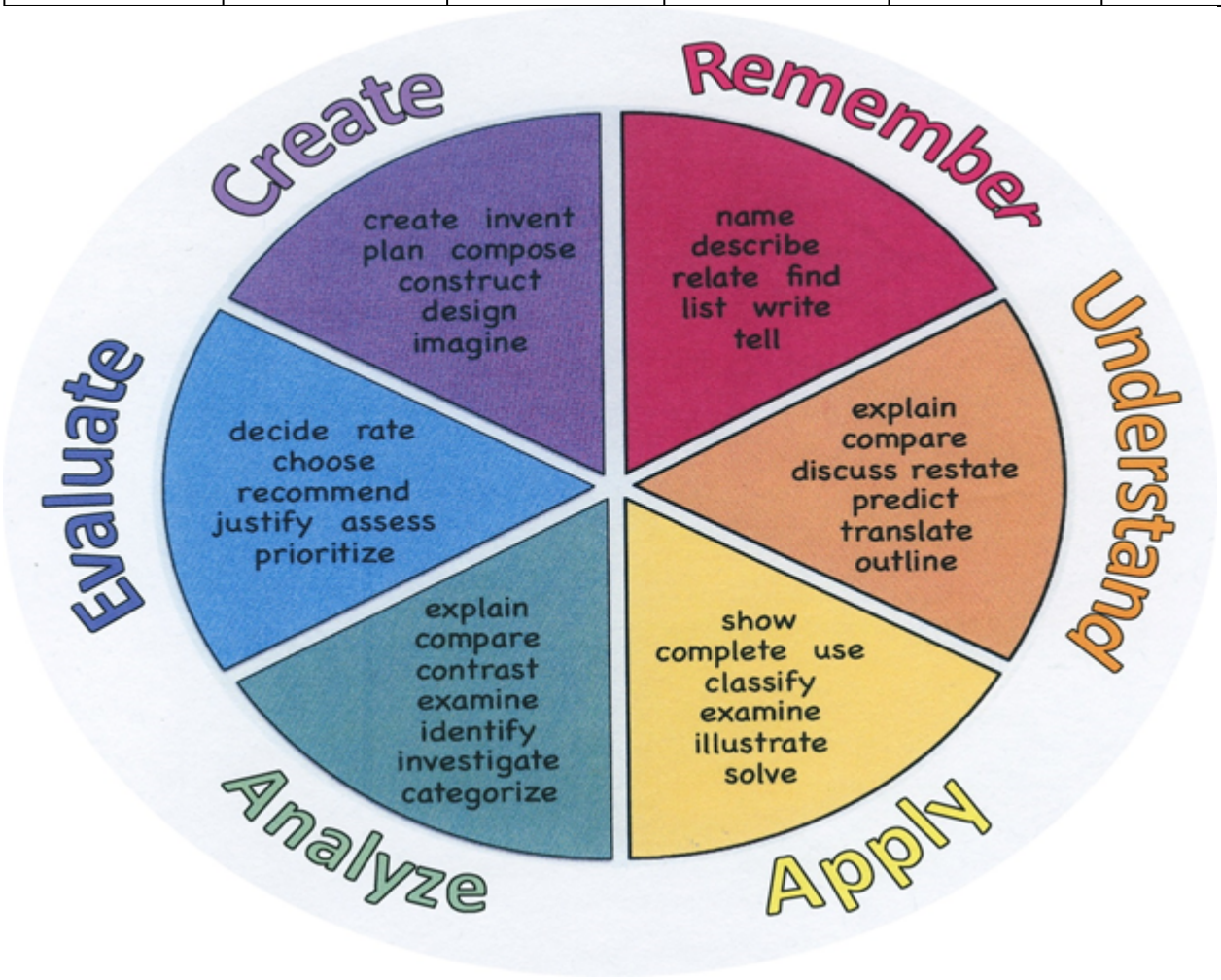
Learning Objectives

- SWDAT Demonstrate how to communicate and collaborate effectively with others from diverse cultural backgrounds.
- SWDAT Develop valid conclusions based on available information.
- SWDAT Understand and apply knowledge of human communication and language processes as they occur across various contexts from multiple perspectives.
- SWDAT identify characteristics of healthy and unhealthy relationships.
- SWDAT compare and contrast healthy and unhealthy relationship behaviors.
- SWDAT identify ways to diffuse conflicts in relationships.
- SWDAT demonstrate an understanding of healthy communication.
- SWDAT identify characteristics of healthy and unhealthy relationships.
- SWDAT compare and contrast healthy and unhealthy relationship behaviors.
- SWDAT compare and contrast appropriate and inappropriate content to post on the internet.
- SWDAT identify the dangers of posting on the internet.
- SWDAT analyze the consequences of posting inappropriate content.
- SWDAT identify the various ways to communicate feelings/emotions.
- SWDAT demonstrate effective communication techniques.
- SWDAT analyze the effects of proper communication on a relationship.

Action Verbs: Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

Remember	Understand	Apply	Analyze	Evaluate	Create
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize
Select	Interpret	Sketch	Arrange	Justify	Plan
State	Infer	Solve	Breakdown	Measure	Produce
Count	Match	Use	Combine	Rank	Role Play
Draw	Paraphrase	Add	Detect	Rate	Drive
Outline	Represent	Calculate	Diagram	Support	Devise

Point Quote Recall Recognize Repeat Reproduce	Restate Rewrite Select Show Summarize Tell Translate Associate Compute Convert Discuss Estimate Extrapolate Generalize Predict	Change Classify Complete Compute Discover Divide Examine Graph Interpolate Manipulate Modify Operate Subtract	Discriminate Illustrate Outline Point out Separate	Test	Generate Integrate Prescribe Propose Reconstruct Revise Rewrite Transform



Suggested Activities & Best Practices

- "Post it Parade"
- Buzz Session
- Discussion and Scenarios
- Active Learning
- Fill in the Blanks
- Group Text Analysis
- Open Ended Questions
- Peer Led Team Learning
- Think, Pair, Share
- Ways of Communicating Video Analysis
- What Stuck with You Exit Slips
- Healthy Relationships Poster

Assessment Evidence - Checking for Understanding (CFU)

Fill in the blanks - summative assessment

Video discussions - formative assessment

Entrance/exit tickets - formative assessment

Think, pair, share - formative assessment

Unit test - summative assessment

Group presentations - alternative assessment

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Communication Slides Presentation
- Compare & Contrast

- Define
- Describe
- Evaluate
- Evaluation rubrics
- Explaining
- Fist- to-Five or Thumb-Ometer
- Healthy Relationships Poster
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Relationships in Movies Written Report
- Self- assessments
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Unit review/Test prep
- Unit tests
- What Stuck With You? Exit Tickets

Primary Resources & Materials

McGraw Hill Education - Glencoe Health Virtual Textbook

- Chapter 6 Skills for Healthy Relationships - Lessons 1, 2, and 3 (with spanish translation)
- Chapter 7 Family Relationships - Lessons 1, 2, and 3 (with spanish translation)
- Chapter 8 Peer Relationships - Lessons 1, 2, and 3 (with spanish translation)

Ancillary Resources

- Thinking about healthy relationships worksheet
- Families in a changing world worksheet
- Family experiment journal

- "It's All In The Family" Google Slides Presentation
- Family Structure Worksheet
- "Communication is Key" Google Slides Presentation
- Communication notes sheet
- "Conflict Resolutions" Google Slides Presentation
- "Relationships" Google Slides Presentation
- Relationship Project Directions and Rubric
- Relationship Toolkit
- Relationship Qualities worksheet
- "Internet Safety" Google Slides Presentation
- Internet Safety worksheet
- The power of words lesson

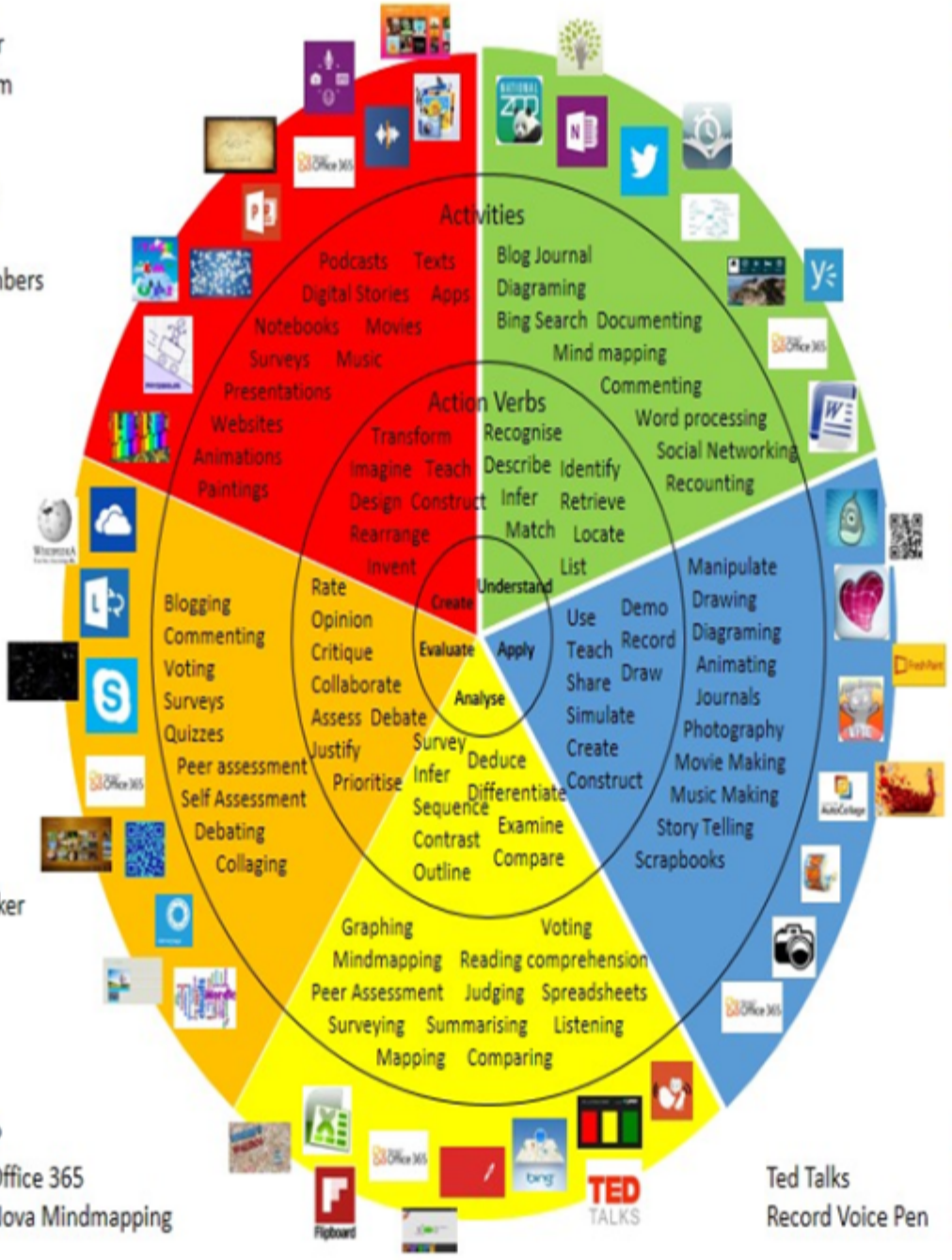
Technology Infusion

- Smart TV
- Google Classroom
- Google Slides Presentation - All in the Family, Conflict Resolutions, Communication
- Youtube - Internet Safety Videos
- News Stories and Interviews - Internet Safety
- Chromebooks

Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
Photostory 3
Kid Story Builder
Music Maker Jam
Paint A Story
Office 365
MS PowerPoint
Stack 'Em Up
NqSquared Numbers
Physamajig
Xylophone 8

Wikipedia
Skydrive
Lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker



Where's Waldo?
MS Excel Office 365
Flipboard Nova Mindmapping

Ted Talks
Record Voice Pen

Originally taken from http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

Alignment to 21st Century Skills & Technology

CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP3	Attend to personal health and financial well-being.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP11	Use technology to enhance productivity.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.
TECH.8.1.12.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.
TECH.8.1.12.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
TECH.8.1.12.F.CS2	Plan and manage activities to develop a solution or complete a project.
TECH.8.1.12.F.CS3	Collect and analyze data to identify solutions and/or make informed decisions.

21st Century Skills/Interdisciplinary Themes

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

21st Century Skills

- Civic Literacy
- Environmental Literacy
- Global Awareness
- Health Literacy

Differentiation

Differentiations:

- Small group instruction
- Choice of creating a powerpoint, poster or pamplet
- Notes posted on Google Classroom to reference
- Printed notes
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Informational Videos
- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles

- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Kahoot!
- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

Special Education Learning (IEP's & 504's)

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding

- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- Provide Note taking sheets
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes
- Use visuals such as video clips and pictures

English Language Learning (ELL)

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student’s learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- Glencoe Comprehensive Health and Human Sexuality Translated Materials
- having peers take notes or providing a copy of the teacher’s notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test

- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- Explore real life relationship situations
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- Use powerpoint in conjunction with notes
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify
- video analysis

Talented and Gifted Learning (T&G)

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Create campaigns to demonstrate advocacy

- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Student-led review groups
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

Sample Lesson

Unit Name: Communication

NJSLS: (linked below)

Interdisciplinary Connection: English Literacy

Statement of Objective:

- SWDAT identify the various ways to communicate feelings/emotions.
- SWDAT demonstrate effective communication techniques.
- SWDAT analyze the effects of proper communication on a relationship.

Anticipatory Set/Do Now: With a partner, students will list as many ways of communicating as they can think of.

Learning Activity: Communication Google Slide Presentation: Students will learn the various different ways to communicate and practice them in class. Students will participate in the telephone game, charades, pictionary and individually with a partner to explore verbal and nonverbal communication. Students will take part in a "words can hurt" activity where they will discover just how much words can have a lasting effect on an individual.

Student Assessment/CFU's: Teacher Observation

Materials: Smart TV, Google Slides, Chromebooks, Paper, Charades and Pictionary words/phrases

21st Century Themes and Skills:(linked)

Differentiation:(linked)

Integration of Technology: Google Slides, Google Classroom

HPE.2.2.12.A.1	Employ skills for communicating with family, peers, and people from other backgrounds and cultures that may impact the health of oneself and others.
HPE.2.2.12.A.2	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts.
HPE.2.2.12.A.3	Analyze the impact of technology on interpersonal communication in supporting wellness and a healthy lifestyle.
HPE.2.2.12.A.CS2	Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.

HPE.2.2.12.C.2	Judge how individual or group adherence, or lack of adherence, to core ethical values impacts the local, state, national, and worldwide community.
TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.