

# 1. Interpersonal Relationships and Communication Skills

Content Area: **Physical Education/Health**  
Course(s):  
Time Period: **Full Year**  
Length: **6 Blocks**  
Status: **Published**

## **General Overview, Course Description or Course Philosophy**

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The Kinnelon School District Grade 12 Health Education Curriculum was designed with the goal of helping students to attain Health Literacy as they move forward through the complexities of the 21st century. “Healthy students are learners who are knowledgeable, productive, emotionally healthy, motivated, socially engaged and ready for the world beyond their own borders. 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 responsibility for one’s health through an active, healthy lifestyle that fosters a lifelong commitment to wellness” (NJSLS; CHPE; ASCD 2004).

## **OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS**

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The goal of this unit is to provide students with ample resources and practice opportunities to master various aspects of effective communication that will be needed throughout their lives as they go forward from Kinnelon High School.

Individuals who possess health and physical literacy communicate thoughts, ideas, emotions and action plans with clarity using written, verbal and visual methods. They are excellent communicators who master movements, word choices, and use of effective tone and presentation skills to articulate ideas and movements. They are skilled at interacting with others as they are active listeners who speak clearly and with a purpose. They consider the audience and prepare accordingly to ensure the desired outcome.

## **CONTENT AREA STANDARDS**

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HE.9-12.2.1.12.EH.1	Recognize one’s personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.
HE.9-12.2.1.12.EH.2	Analyze factors that influence the emotional and social impact of mental health illness on the family.

HE.9-12.2.1.12.EH.3

Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness).

HE.9-12.2.1.12.EH.4

Analyze and adapt mental and emotional health messages and communication techniques to peers and other specific target audience (e.g., dimensions of health).

Self-confidence, personal traits, stress, limitations, and strengths impact the mental and emotional development of an individual.

## **RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)**

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## **STUDENT LEARNING TARGETS**

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### **Declarative Knowledge**

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Students will understand that:

- speaker uses their body language, facial expressions, and voice.
- speaker's use of language, including their understanding of formality and rhetorical devices.
- what a speaker says and their ability to build on, challenge, question, and summarize others' ideas.
- a speaker listens, includes others, and responds to their audience.
- Self-confidence, personal traits, stress, limitations, and strengths impact the mental and emotional development of an individual.

### **Procedural Knowledge**

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Students will be able to:

- Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.
- Analyze factors that influence the emotional and social impact of mental health illness on the family.
- Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness).
- Analyze and adapt mental and emotional health messages and communication techniques to peers and

other specific target audience (e.g., dimensions of health).

## **EVIDENCE OF LEARNING**

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### **Formative Assessments**

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- Create communication and conflict resolution scenarios on task cards that allow students to practice each scenario in small groups, then in front of larger groups and eventually the class.
- Allow students to practice brief public speaking (30 - 60 sec) presentations on appropriate topics of their choice (music, sports, politics etc).
- Have students analyze sports figures and celebrities for their styles of communication and evaluate them as either effective or ineffective and list reasons for their analysis.
- Create interview cards (employment, college admissions etc) and allow students to practice the interview process with a partner.
- Notebook check, Journal writing, Partner Q & A, Small Group Q & A Daily Closure Review Activity
- Effective interpersonal communication encompasses respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture.
- Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.
- Technology increases the capacity of individuals to communicate in multiple and diverse ways.
- 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.
- Technology impacts the capacity of individuals to develop and maintain interpersonal relationships.

### **Summative Assessments**

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Quizzes, Tests, Projects, Poster Displays, Small Group Presentations

## **RESOURCES (Instructional, Supplemental, Intervention Materials)**

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Glencoe Textbook

<https://blog.smarp.com/top-5-communication-skills-and-how-to-improve-them>

Video Presentations - Parent - Teen Conflict

Lust, Love, Marriage

Keys to Personal Success - Don Lowry

[www.communicationresources.com](http://www.communicationresources.com)

## **INTERDISCIPLINARY CONNECTIONS**

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## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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See link to Accommodations & Modifications document in course folder.