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| Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. | Effective communication enhances personal, family, and community health. This standard focuses on how responsible individuals use verbal and non-verbal skills to develop and maintain healthy personal relationships. The ability to organize and to convey information and feelings is the basis for strengthening interpersonal interactions and reducing or avoiding conflict. |
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| **Big Ideas**  What enduring understandings are essential for application to new situations within or beyond this content? | The health skill, *Interpersonal Communication*, guides students to better understand, practice, and reflect on their interactions with others. By providing students with a safe space to practice strategies for healthy communication, students are more prepared to handle social situations throughout their life. *Interpersonal Communication* is written in four stages: Communication Techniques, Boundary Setting/Refusal Skills, Conflict Resolution, and Collaboration. Each stage of this model supports students to better understand themselves and their community while working toward having more authentic, intentional dialogue with others. |
| **Essential Questions**  What questions will provoke and sustain student engagement while focusing learning? | *o Without using words, how can I show someone I am*  *listening? That I need help? That I care about them?*  *o How do I use the phone and call 911 for help?*  *o Why is it important to be a good listener?*  *o How can I show someone I am listening?*  *o What is a respectful tone in my voice?* |
| **Power Standards**  Which standards provide endurance beyond the course, leverage across multiple disciplines, and readiness for the next level? | 4.2. Demonstrate healthy ways to express needs, wants, and feelings.  4.2.2 Demonstrate listening skills to enhance health.  4.2.3 Demonstrate ways to respond in an unwanted, threatening, or dangerous situation.  4.2.4 Demonstrate ways to tell a trusted adult if threatened or harmed |
| **Supporting Standards**  Which related standards will be incorporated to support and enhance the enduring standards? | The four stages of *Interpersonal Communication* were designed to support the growth of each student toward more complex levels of communication, beginning with the individual and ending with effective group work. These stages were developed in sequential order to ensure strategies build upon one another, leading to more inclusive, authentic, and collaborative teamwork. |
| **Essential Vocabulary**  What vocabulary must students know to understand and communicate effectively about this content? | eye contact, verbal, non verbal, I messages, active listening, polite, emotions, tone of voice |
| **Cross Curriculum Connections**  Are there opportunities to make connections to other disciplines (standards and curriculum programs)? | Music, Art: Student communicate their feelings  effectively though arts and music. Create  posters depicting communication techniques.  o Physical Education: Using a respectful tone  during games.  o Language Arts: Reading stories about others  who use general communication skills.  o Math: Students use effective communication  skills when explaining math concepts and  reasoning to other students.  o In any content area, teaching students how to  listen and follow directions is very important  when learning general communication skills. |
| **Assessing Learning**  How will you know when students have learned? How do you know students have successfully met the learning intention? | Mastery of general communication at PK-2 is  achieved when students are able to demonstrate  correct active listening strategies. They are also  able to respond politely and empathetically to  others. Finally, students have been able to develop  using some strategies to control their emotions  before they try to communicate with others. |
| **Instructional Strategies and Other Resources** | One key area that is important to this grade level is  understanding emotions and how they affect  communication. Time needs to be spent helping  students understand how to control their emotions  before they are able to communicate with others.  Give Me Five: eyes on speaker, ears listening, lips  closed, body still, brain focused. |
| ***\*\*Each Unit Framework guides planning and delivery of instruction. An Instructional Planning Companion tool to guide instructional planning (Unit/Lesson Plans) can be found on the Curriculum Platform.*** | |