

Curriculum Units and Learning Outcomes

Content Area: Wellness 9 - Classroom	Grade Level: 9
Unit Title: Surviving High School	
Unit Summary: Students learn the value of being tolerant and inclusive of others through listening and perspective taking. Students will explore the differences and similarities that they share with people from other backgrounds and cultures. The effects of labeling and stereotyping will be examined, along with the limitations and exclusions that these actions can place on people. Students will examine the influences that peers, family, society, and the media have on them. Students learn the impacts of bullying and cyberbullying and how to take safe and effective action to stop bullying when it occurs. Students learn ways to prevent/minimize the chances of being cyberbullied, and the steps to take if they are to stop the situation from continuing to occur.	
SHAPE America National Health Education Standards Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health. Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health. Massachusetts Curriculum Frameworks Standard 5: Mental Health Students will acquire knowledge about emotions and physical health, the management of emotions, personality and character development, and social awareness; and will learn skills to promote self-acceptance, make decisions, and cope with stress, including suicide prevention.	

Standard 7: Interpersonal Relationships Students will learn that relationships with others are an integral part of the human life experience and the factors that contribute to healthy interpersonal relationships, and will acquire skills to enhance and make many of these relationships more fulfilling through commitment and communication.

Standard 9: Safety and Injury Prevention Students will gain the knowledge and skills to administer first aid and carry out emergency procedures, including cardiopulmonary resuscitation, will avoid, recognize, and report verbal, physical, and emotional abuse situations, and will assess the factors that contribute to intentional and unintentional injury, including motor vehicle accidents, fire safety, and weapons safety.

CASEL Core Competencies:

Self Awareness

Self Management

Social Awareness

Relationship Skills

Responsible Decision Making

Enduring Understandings: Students will understand that:

- There are different types of stereotypes and labeling
- Words used have a strong impact on others
- Options for being an “upstander” rather than a bystander when they witness bullying
- Media, family and peers influence how we think and feel
- There are severe negative effects from bullying and cyberbullying

Essential Questions:

- What is the value of being tolerant of others?
- To what extent do labels place limitations on people?
- To what extent are interpersonal relationships a reflection of who we are?
- What are the effects of bullying?
- How does it feel to be the bully and to be the target?
- What do I do if I am being bullied?
- What do I do if I see someone being bullied?

Students will demonstrate KNOWLEDGE of:

- Media influences on our perceptions and behavior
- How to advocate for themselves and others
- How we learn gender “roles”
- How to be respectful and accepting of others without compromising our own belief system

Students will be SKILLED at:

- Identifying resources for help when being bullied or when they see someone being bullied
- Using communication skills to get help
- Demonstrating tolerance and inclusion

Estimated Duration: 5 Classes