

FAYETTE COUNTY PUBLIC SCHOOLS

Unit Framework for Accessing Information – HS Health

Unit	Accessing Information
<p>Big Ideas What enduring understandings are essential for application to new situations within or beyond this content?</p>	<p>Access to valid health information and health-promoting products and services is critical in the prevention, early detection and treatment of health problems.</p> <p>The health skill, <i>Access Valid Information</i>, prepares students to be able to critically evaluate the health information around them, whether that is from research articles, advertisements, people, and other print materials. Accessing valid information, products, and services is important in the prevention, detection, and treatment of health problems. Mastery of this skill will empower students to either accept or reject the information they have found in order to achieve better health." www.rmc.org</p>
<p>Essential Questions What questions will provoke and sustain student engagement while focusing learning?</p>	<p><u>Standard 1</u></p> <ul style="list-style-type: none"> ● Can students describe the recommendations of the U.S. Dietary Guidelines for Americans and the importance of eating a variety of appropriate foods to meet daily nutrient and caloric needs? ● Can students analyze the interrelationship of physical, mental, emotional, social, and spiritual health? ● Can students evaluate effective strategies for dealing with stress? ● Can students determine when to seek help for mental and emotional health problems? ● Can students justify why abstinence from sex and drugs are the safest, most effective risk avoidance methods of protection from HIV, other STDs and pregnancy and summarize ways to prevent pregnancy and the sexual transmission of HIV and other STDs? ● Can students summarize the relationship between the menstrual cycle and conception? ● Can students summarize the signs and symptoms of symptomatic and asymptomatic STDs and the importance of proper adherence to contraceptive methods to reduce the risk of pregnancy and STDs? ● Can students describe the increased risks associated with having multiple sexual partners including serial monogamy? ● Can students analyze the emotional, social, physical, and financial effects of being a teen parent? ● Can students explain why rape and sexual assault should be reported to a trusted adult?

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	<ul style="list-style-type: none"> • Can students explain when to seek help for mental health problems that contribute to violence?
<p>Power Standards Which standards provide endurance beyond the course, leverage across multiple disciplines, and readiness for the next level?</p>	<p>Standard 3: Access valid information, products, and services to enhance health.</p> <p>HS 3.1 Evaluate the validity, reliability, and accessibility of health information, products, and services.</p> <p>HS 3.2 Analyze factors that influence opportunities to obtain reliable resources that support health-enhancing behaviors.</p>
<p>Supporting Standards Which related standards will be incorporated to support and enhance the enduring standards?</p>	<p><u>Standard 1</u></p> <p>1.8 Describe the recommendations of the U.S. Dietary Guidelines for Americans and the importance of eating a variety of appropriate foods to meet daily nutrient and caloric needs.</p> <p>1.11 Analyze the interrelationship of physical, mental, emotional, social, and spiritual health.</p> <p>1.12 Evaluate effective strategies for dealing with stress.</p> <p>1.13 Determine when to seek help for mental and emotional health problems.</p> <p>1.23 Justify why abstinence from sex and drugs are the safest, most effective risk avoidance methods of protection from HIV, other STDs and pregnancy and summarize ways to prevent pregnancy and the sexual transmission of HIV and other STDs.</p> <p>1.25 Summarize the relationship between the menstrual cycle and conception.</p> <p>1.26 Summarize the signs and symptoms of symptomatic and asymptomatic STDs and the importance of proper adherence to contraceptive methods to reduce the risk of pregnancy and STDs</p> <p>1.27 Describe the increased risks associated with having multiple sexual partners including serial monogamy.</p> <p>1.30 Analyze the emotional, social, physical, and financial effects of being a teen parent.</p> <p>1.37 Explain why rape and sexual assault should be reported to a trusted adult.</p> <p>1.40 Explain when to seek help for mental health problems that contribute to violence.</p>
<p>Essential Vocabulary What vocabulary must students know to understand and communicate effectively about this content?</p>	<p>Accessing information Accessible resources Credibility Validity Reliability Prevention Enhance US Dietary Guidelines for Americans Nutrients MyPlate</p>

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	<p>Dimensions of Wellness Stress Management skills Abstinence Symptomatic STDs Asymptomatic STDs Menstrual cycle Conception Monogamy Sexual assault Violence CRAAP Test</p>
<p><u>Cross Curriculum Connections</u> Are there opportunities to make connections to other disciplines (standards and curriculum programs)?</p>	<p>Check with your media, library, or English teachers to see how they teach accessing information as well.</p> <p>Another great activity for use with High School students is during election cycles. They can use the steps of the skill to analyze political commercials.</p> <p>Make sure you collaborate with other core content areas such as social studies and English due to standard alignment.</p> <p>21st Century Skills</p> <ul style="list-style-type: none"> ● Creativity ● Communication ● Information Literacy
<p><u>Assessing Learning</u> How will you know when students have learned? How do you know students have successfully met the learning intention?</p>	<p>Standard 3: Access valid information, products, and services to enhance health.</p> <ul style="list-style-type: none"> ● Students can evaluate the validity, reliability, and accessibility of health information, products, and services. ● Students can analyze factors that influence opportunities to obtain reliable resources that support health-enhancing behaviors. <p>High school students will have mastered the skill of accessing information if they are able to locate, analyze, and evaluate sources and then determine if the information, products, and services are valid and reliable. Students will also be able to explain why it is not only important to access valid information, but why accessing this information is important to their future lives including their health and well being. (www.rmc.org)</p>
<p><u>Instructional Strategies and Other Resources</u></p>	<p>https://www.aeseducation.com/blog/what-are-21st-century-skills</p>

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	<p>www.rmc.org</p> <p>https://healthsmartva.org/</p> <p>https://www.cdc.gov/healthyschools/sher/standards/3.htm</p> <p>Lesson Planning for Skills-Based Health Education</p>
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****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.**