

FAYETTE COUNTY PUBLIC SCHOOLS

Unit Framework for Analyzing Influences – HS Health

Unit	Analyzing Influences
<p>Big Ideas What enduring understandings are essential for application to new situations within or beyond this content?</p>	<p>Health is affected by a variety of positive and negative influences: family, peers, community (including school), culture and media.</p> <p>The health skill, <i>Analyze Influences</i>, focuses on identifying and understanding the diverse internal and external factors that affect health practices and behaviors. To show proficiency in this skill, students first analyze why and how external and internal influences impact their health behaviors. Then, they evaluate whether those influences support or do not support future health goals. <i>Analyze Influences</i> is foundational for teaching other health skills because it prepares students to first understand the variety of influences on their behavior, which is an essential precursor to mastering health skills, such as <i>Access Valid Information</i>, <i>Interpersonal Communication</i>, <i>Decision-Making</i>, <i>Goal-Setting</i>, <i>Self-Management</i>, and <i>Advocacy for Self & Others</i>.-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 summarize why alcohol or other drug use is an unhealthy way to manage weight or stress and analyze the relationship between using alcohol and other drugs with other drug risks? ● Can students summarize how to make healthy food selections when dining out? ● Can students evaluate the negative consequences of sending sexually explicit pictures or messages electronically? ● Can students summarize the importance of talking with parents and other trusted adults about issues related to relationships, growth, and development, and sexual health? ● Can students evaluate the financial costs of tobacco use to the individual and society? ● Can students explain that self-directed violence is the result of the accumulation of multiple problems rather than just one problem? <p><u>Standard 2</u></p> <ul style="list-style-type: none"> ● Can students analyze how family, culture, environments, and communities affect personal health and wellness practices? ● Can students distinguish how family, peers, community, culture, media, and perceptions of norms influence healthy behaviors? ● Can students analyze the factors and health-risk behaviors that influence the likelihood of engaging in unhealthy behaviors? ● Can students examine how sharing or posting personal information electronically about self or others can negatively

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	<p>impact mental/emotional health, social health and personal safety of self and others?</p>
<p>Power Standards Which standards provide endurance beyond the course, leverage across multiple disciplines, and readiness for the next level?</p>	<p>Standard 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</p> <p>HS 2.1 Analyze how family, culture, environments, and communities affect personal health and wellness practices. HS 2.2 Distinguish how family, peers, community, culture, media, and perceptions of norms influence healthy behaviors. HS 2.3 Analyze the factors and health-risk behaviors that influence the likelihood of engaging in unhealthy behaviors. HS. 2.4 Examine how sharing or posting personal information electronically about self or others can negatively impact mental/emotional health, social health and personal safety of self and others.</p>
<p>Supporting Standards Which related standards will be incorporated to support and enhance the enduring standards?</p>	<p>Standard 1-Students will comprehend content related to health promotion and disease prevention to enhance health.</p> <p>1.4 Summarize why alcohol or other drug use is an unhealthy way to manage weight or stress and analyze the relationship between using alcohol and other drugs with other drug risks. 1.9 Summarize how to make healthy food selections when dining out. 1.21 Evaluate the negative consequences of sending sexually explicit pictures or messages electronically. 1.22 Summarize the importance of talking with parents and other trusted adults about issues related to relationships, growth, and development, and sexual health. 1.32 Evaluate the financial costs of tobacco use to the individual and society. 1.39 Explain that self-directed violence is the result of the accumulation of multiple problems rather than just one problem.</p>
<p>Essential Vocabulary What vocabulary must students know to understand and communicate effectively about this content?</p>	<p>External Internal Influences Culture Community Peer pressure Social norms Media Advertising techniques Policies Laws Situation</p>

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	<p>Cope Impact Influence Sexting Financial costs Violence Self-directed violence Healthy foods</p> <ul style="list-style-type: none"> ● MyPlate ● Dietary Guidelines ● Nutrients
<p><u>Cross Curriculum Connections</u> Are there opportunities to make connections to other disciplines (standards and curriculum programs)?</p>	<p>Social Studies: Identify and describe the influences in significant historical events or our culture.</p> <p>Language Arts: What influenced a character to make a certain choice? Compare two characters and the factors that influence them.</p> <p>Science: What influenced a scientist to pursue an area of study? What factors influence the experimental process?</p> <p>Arts: Examine the factors that have influenced artists, music, drawings, paintings, acting etc..</p> <p>21st Century Skills</p> <ul style="list-style-type: none"> ● Problem Solving ● Critical Thinking ● Information Literacy ● Collection of Information ● Comparing and contrasting ● Communication
<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 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</p> <ul style="list-style-type: none"> ● Students can analyze how family, culture, environments, and communities affect personal health and wellness practices. ● Students can distinguish how family, peers, community, culture, media, and perceptions of norms influence healthy behaviors. ● Students can analyze the factors and health-risk behaviors that influence the likelihood of engaging in unhealthy behaviors. ● Students can examine how sharing or posting personal information electronically about self or others can negatively impact mental/emotional health, social health and personal safety of self and others. <p>Master of analyzing influences at the 9-12 grades involves students being able to analyze and evaluate what their internal and external</p>

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	<p>influences are surrounding specific situations that they may incur in their lives. Using a variety of high school situations, students will analyze their positive and negative influences looking at the outcomes. Next, students will identify positive strategies to counteract their negative influences and articulate how these strategies will overcome the negative influences.(www.rmc.org)</p>
<p><u>Instructional Strategies and Other Resources</u></p>	<ul style="list-style-type: none"> ● www.rmc.org ● Lesson Planning for Skills-Based Health Education ● Youth Risk Behavior Survey 2017 Results https://nccd.cdc.gov/youthonline/App/Results.aspx?LID=KY ● https://healthsmartva.org/ ● https://www.cdc.gov/healthyschools/ser/standards/index.htm ● BluePrints for Healthy Youth Development site http://www.blueprintsprograms.com ● CDC Violence Prevention https://www.cdc.gov/policy/hst/hi5/violenceprevention/index.html ● Olweus School-wide Bullying Prevention Program http://olweus.sites.clemson.edu
<p>**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.</p>	