

FAYETTE COUNTY PUBLIC SCHOOLS

Unit Framework for Goal Setting – HS Health

Unit	Goal Setting
<p>Big Ideas What enduring understandings are essential for application to new situations within or beyond this content?</p>	<p>Goal setting skills are essential to help students identify, adopt, and maintain healthy behaviors.</p>
<p>Essential Questions What questions will provoke and sustain student engagement while focusing learning?</p>	<p>Standard 1</p> <ul style="list-style-type: none"> ● Can students describe the relationship between diet and chronic diseases? ● Can students describe the importance of shared responsibilities for avoiding sexual activity and preventing sexual risk behaviors and analyze the relationship between using alcohol, and other drugs with sexual risk behaviors? ● 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?
<p>Power Standards Which standards provide endurance beyond the course, leverage across multiple disciplines, and readiness for the next level?</p>	<p>Standard 6: Use goal-setting skills to enhance health.</p> <p>6.1 Assess how personal attributes, values, beliefs, influence healthy and unhealthy personal health-related behaviors.</p> <p>6.2 Use goal-setting strategies to develop realistic short-and long-term goals to enhance personal well-being, reduce the risk of disease, promote emotional health, and reduce violence.</p> <p>6.3 Analyze, revise, and implement health practices and behaviors to reduce barriers in order to achieve personal goals.</p>
<p>Supporting Standards Which related standards will be incorporated to support and enhance the enduring standards?</p>	<p>Standard 1</p> <p>1.7 Describe the relationship between diet and chronic diseases</p> <p>1.24 Describe the importance of shared responsibilities for avoiding sexual activity and preventing sexual risk behaviors and analyze the relationship between using alcohol, and other drugs with sexual risk behaviors.</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>Essential Vocabulary What vocabulary must students know to understand and communicate effectively about this content?</p>	<p>Short term goal Long term goal Attainable Specific</p>

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	<p>Measurable Realistic Barriers Supporters Personal attitudes Chronic diseases SMART goals STDS</p>
<p><u>Cross Curriculum Connections</u> Are there opportunities to make connections to other disciplines (standards and curriculum programs)?</p>	<p>21st Century Skills</p> <ul style="list-style-type: none"> ● Critical thinking ● Creativity ● Information literacy ● Flexibility ● Initiative ● Productivity
<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 6: Use goal-setting skills to enhance health.</p> <ul style="list-style-type: none"> ● Students can assess how personal attributes, values, beliefs, influence healthy and unhealthy personal health-related behaviors. ● Students can use goal-setting strategies to develop realistic short-and long-term goals to enhance personal well-being, reduce the risk of disease, promote emotional health, and reduce violence. ● Students can analyze, revise, and implement health practices and behaviors to reduce barriers in order to achieve personal goals. <p>Grades 9-12 students will have mastered the process of goal setting if they can formulate an effective long term and short-term personal health goal. They can also demonstrate their ability to monitor their own progress by following an action plan-- including the ability to identify barriers and formulate solutions. Finally, they should be able to assess their successes and failures they had during their experience and articulate how using the goal setting process will help them be successful in the future. (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> <p>www.rmc.org</p> <p>https://healthsmartva.org/</p> <p>https://www.cdc.gov/healthyschools/sher/standards/6.htm</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.**