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| **Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.** | **Health is affected by a variety of positive and negative influences within society. This standard focuses on identifying and understanding the diverse internal and external factors that influence health practices and behaviors among youth, including personal values, beliefs, and perceived norms.** |
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| **Big Ideas**What enduring understandings are essential for application to new situations within or beyond this content? | In grades PK-2, students will begin to explore and define external and internal influences, focusing on family, school, and media influences. Even though these are mainly external influences, a discussion around internal influences should be discussed in an age appropriate way. Students are also able to evaluate whether the influence is positive ornegative in regards to their own health. |
| **Essential Questions**What questions will provoke and sustain student engagement while focusing learning? | *How does my family influence me?**How does the media influence me?**How does school influence me?* |
| **Power Standards**Which standards provide endurance beyond the course, leverage across multiple disciplines, and readiness for the next level? | 2.2.1 Identify how the family influences personal health practices and behaviors.2.2.2 Identify what the school can do to support personal health practices and behaviors.2.2.3 Describe how the media can influence health behaviors. |
| **Supporting Standards**Which related standards will be incorporated to support and enhance the enduring standards?  |  |
| **Essential Vocabulary**What vocabulary must students know to understand and communicate effectively about this content? | internal influences, external influences, culture,wants, needs, dislikes, desires, likes, family, community,positive, negative, analyze |
| **Cross Curriculum Connections**Are there opportunities to make connections to other disciplines (standards and curriculum programs)? | Reading – During reading examine the factors thatare influencing the characters in the book. Usebooks that describe feelings and predict howfeelings influence how we act. Use who, what,where, when, why, and how to examine textsinfluences. Examine how the setting influences acharacter.Writing – Add drawings or other visual displays todescribe internal and external influences.Social Studies – Analyze how people in the pasthave influenced neighborhoods and thedevelopment of communities. How does my familyinfluence each other?Encourage parents to discuss positive andnegative |
| **Assessing Learning**How will you know when students have learned? How do you know students have successfully met the learning intention? | PK-2 students will have mastered this skill if theyare first able to identify some internal andexternal influences. The second part of masteryis being able to determine and explain why aninfluence is positive or negative. Finally, theyshould be able to choose the positive influence. |
| **Instructional Strategies and Other Resources** |  |
| ***\*\*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.***  |