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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 or  negative 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 that  are influencing the characters in the book. Use  books that describe feelings and predict how  feelings influence how we act. Use who, what,  where, when, why, and how to examine texts  influences. Examine how the setting influences a  character.  Writing – Add drawings or other visual displays to  describe internal and external influences.  Social Studies – Analyze how people in the past  have influenced neighborhoods and the  development of communities. How does my family  influence each other?  Encourage parents to discuss positive and  negative |
| **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 they  are first able to identify some internal and  external influences. The second part of mastery  is being able to determine and explain why an  influence is positive or negative. Finally, they  should 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.*** | |