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| Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. | Research confirms that practicing health-enhancing behaviors can contribute to a positive quality of life. In addition, many diseases and injuries can be prevented by reducing harmful and risk-taking behaviors. This standard promotes the acceptance of personal responsibility for health and encourages the practice of healthy behaviors |
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| **Big Ideas**  What enduring understandings are essential for application to new situations within or beyond this content? | The ability to manage oneself includes accepting personal responsibility for health and utilizing practices that avoid or reduce health risks. There are two core components to mastering the skill of *Self-Management*. The first core component focuses on the demonstration of specific health practices, behaviors, techniques, strategies, and actions. These skills are wide-ranging across the following health areas: physical and personal wellness, emotional and social wellness, and prevention and risk management. The second core component of *Self-Management* focuses on taking personal responsibility for one’s own health and includes being able to identify, self-monitor, reflect, and apply health practices, behaviors, techniques, strategies, and actions in daily life. |
| **Essential Questions**  What questions will provoke and sustain student engagement while focusing learning? | *• What is a habit?*  *• What is a habit you wish you could change?*  *• How do you change a bad habit?*  *• How do you start a good habit?*  *• What does self-management mean?*  *• Why do I have to take responsibility for myself?*  *• Why is an intention helpful when starting to learn a new habit?* |
| **Power Standards**  Which standards provide endurance beyond the course, leverage across multiple disciplines, and readiness for the next level? | 7.2.1 Demonstrate healthy practices and behaviors to maintain or improve personal health.  7.2.2 Demonstrate behaviors that avoid or reduce health risks. |
| **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? | habit, skill, personal responsibility, self- management, intention |
| **Cross Curriculum Connections**  Are there opportunities to make connections to other disciplines (standards and curriculum programs)? | • Physical Education: Use the self-  management skill to improve on a physical  education skill, catching, passing, or a  specific motor skill  • Language Arts: Reading stories about others  who changed a behavior.  • General Education: Practicing school skills  like reading, math facts, homework, spelling--  without parent reminding them.  • Independent center time--staying on task,  following rules, completing work, doing your  best.  • Use self-management model to improve  personal space, walking down halls,  interacting with others, voice level |
| **Assessing Learning**  How will you know when students have learned? How do you know students have successfully met the learning intention? | Mastery of self-management grades PK-2 is  demonstrated when students are able to  perform a health enhancing skill independently. |
| **Instructional Strategies and Other Resources** | ETR- Health Smart Curriculum  The Colorado Education Initiative  http://www.coloradoedinitiative.org/resources/chpe/  RMC Health  http://www.rmc.org/  Colorado Department of Education  http://www.cde.state.co.us/cohealthpe/statestandards |
| ***\*\*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.*** | |