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| Students will demonstrate the ability to access valid information, products, and services to enhance health. | Access to valid health information and health-promoting products and services is critical in the prevention, early detection, and treatment of health problems. This standard focuses on how to identify and access valid health resources and to reject unproven sources. Application of the skills of analysis, comparison, and evaluation of health resources empowers students to achieve health literacy. |
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| **Big Ideas**  What enduring understandings are essential for application to new situations within or beyond this content? | The health skill, *Access Valid Information*, prepares students to be able to critically evaluate the health information around them, whether that is from research articles, advertisements, people, and other print materials. Accessing valid information, products, and services is important in the prevention, detection, and treatment of health problems. Mastery of this skill will empower students to either accept or reject the information they have found in order to achieve better health. |
| **Essential Questions**  What questions will provoke and sustain student engagement while focusing learning? | * *Who are adults in your life that you trust?* * *Why can they be trusted?* * *How could they help?* |
| **Power Standards**  Which standards provide endurance beyond the course, leverage across multiple disciplines, and readiness for the next level? | 3.2.1 Identify trusted adults and professionals who can help promote health.  3.2.2 Identify ways to locate school and community health helpers |
| **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? | Vocabulary: trusted adult, community, accessing information |
| **Cross Curriculum Connections**  Are there opportunities to make connections to other disciplines (standards and curriculum programs)? |  |
| **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 accessing information if they can identify trusted adults and be able to locate them in their school and community |
| **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.*** | |