FAYETTE COUNTY PUBLIC SCHOOLS
Unit Framework for Analyzing Influences – 6th Health

Unit	Analyzing Influences
Big Ideas What enduring understandings are essential for application to new situations within or beyond this content?	The health skill, Analyze Influences, focuses on identifying and understanding the diverse internal and external factors that affect health practices and behaviors. To show proficiency in this skill, students first analyze why and how external and internal influences impact their health behaviors. Then, they evaluate whether those influences support or do not support future health goals. *Analyze Influences* is foundational for teaching other health skills because it prepares students to first understand the variety of influences on their behavior, which is an essential precursor to mastering health skills, such as Access Valid Information, Interpersonal Communication, Decision-Making, Goal-Setting, Self-Management, and Advocacy for Self & Others. Our health is based on our genetics, environment, and individual determinants of health that interact to drive behaviors, and practices in positive and negative ways. This skill focuses on identifying and understanding the diverse internal and external factors that influence health practices and behaviors. Internal influences include our personal values, our desires, likes and dislikes, and our perception of social norms. External influences include our community, family, culture, friends, technology, and the media. This skill requires the student's ability to identify, analyze, and evaluate these factors and understand how they can influence their health. Finally, students should be able to integrate the positive influences into their lives and develop strategies to counteract the negative influences. For students in grades 6-8, the sphere of influences expands. In earlier grades, students focus on the external influences and start to examine internal influences. As they move towards 8th grade, the focus shifts to examining broader external influences as well as the impacts of internal feelings, wants, needs, likes, dislikes, personal values. Students start to develop a need for more independence from their families. Their primary influences shift from family to their peers and the media. Time needs to be spent on looking at and developing students ability to identify and counteract the negative influences. *Source: www.rmc.org*
Essential Questions What questions will provoke and sustain student engagement while focusing learning?	Standard 1 ● Can students explain the importance of talking with parents and other trusted adults about issues related to relationships, growth and development and sexual health?

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	Standard 2 ● Can students describe how culture influences personal health decisions and behaviors? ● Can students explore how sharing or posting personal information electronically on social media sites can negatively impact the health of self and others?
Power Standards Which standards provide endurance beyond the course, leverage across multiple disciplines, and readiness for the next level?	Standard 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. 6.2.1. Describe how culture influences personal health decisions and behaviors. 6.2.2. Explore how sharing or posting personal information electronically on social media sites can negatively impact the health of self and others.
Supporting Standards Which related standards will be incorporated to support and enhance the enduring standards?	6.1.8. Explain the importance of talking with parents and other trusted adults about issues related to relationships, growth and development and sexual health.
Essential Vocabulary What vocabulary must students know to understand and communicate effectively about this content?	external, internal, influences, culture, community, peer pressure, social norms, media, advertising,techniques, situation, cope, impact.
Cross Curriculum Connections Are there opportunities to make connections to other disciplines (standards and curriculum programs)?	Social Studies: Identify and describe the influences in significant historical events or our culture Language Arts: What influenced a character to make a certain choice? Science: What influenced a scientist to pursue an area of study? For example: What influenced Louis Pasteur to develop the pasteurization process and what influence has it had on food preservation since that time. Arts: Examine the factors that have influenced artists,music, drawings, paintings, acting etc. *Source: www.rmc.org* 21st Century Skills ● Problem Solving ● Critical Thinking ● Information Literacy ● Collection of Information

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	● Comparing and contrasting ● Communication
<u>Assessing Learning</u> How will you know when students have learned? How do you know students have successfully met the learning intention?	Mastery of analyzing influences at the 6-8 grade level involves students being able to identify external and internal influences. Next, the students are able to take a situation or scenario and describe the influences and analyzes the positive and negative aspects of each influence. Students should also be able to explain how the positive influences lead towards a healthy lifestyle. Finally, students will be able to evaluate the negative influences and develop strategies to overcome those influences. *Source: www.rmc.org*
<u>Instructional Strategies and Other Resources</u>	● www.rmc.org ● Lesson Planning for Skills-Based Health Education ● Youth Risk Behavior Survey 2017 Results https://nccd.cdc.gov/youthonline/App/Results.aspx?LID=KY ● https://healthsmartva.org/ ● https://www.cdc.gov/healthyschools/sher/standards/index.htm ● BluePrints for Healthy Youth Development site http://www.blueprintsprograms.com ● CDC Violence Prevention https://www.cdc.gov/policy/hst/hi5/violenceprevention/index.html ● Olweus School-wide Bullying Prevention Program http://olweus.sites.clemson.edu
**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 <mark>Curriculum Platform.</mark>	