

FAYETTE COUNTY PUBLIC SCHOOLS

Unit Framework for Access Valid Information – 8th Health

Unit	Access Valid Information
<p>Big Ideas What enduring understandings are essential for application to new situations within or beyond this content?</p>	<p>Access to valid health information and health-promoting products and services is critical in the prevention, early detection and treatment of health problems.</p> <p>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.”</p> <p>Accessing valid information, products, and services is important in the prevention, detection, and treatment of health problems. This skill is often the foundation of many decisions students will make. When using this skill, students will be evaluating the validity and reliability of information they have accessed on the Internet, from other printed sources, the media, and other people. Mastery of this skill will empower students to either accept or reject the information they have found in order to achieve better health.</p> <p>The accessing information model for grades 6-8 has six steps. The most important parts of this skill is for students to be able to determine the validity and reliability of a resource. It is important to have these steps posted in the room or available as a handout as students are learning how to master the skill.</p> <p>Source: www.rmc.org</p>
<p>Essential Questions What questions will provoke and sustain student engagement while focusing learning?</p>	<p>Standard 1</p> <ul style="list-style-type: none"> ● Can students describe the importance of seeking help and treatment for common infectious diseases and chronic diseases and summarize health practices to prevent the spread of disease? <p>Standard 3</p> <ul style="list-style-type: none"> ● Can students explain health-related situations that call for professional prevention or intervention services? ● Can students investigate and analyze valid and reliable health-related products and services?

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	<ul style="list-style-type: none"> • Can students locate and access valid and reliable personal health and wellness information from home, school or the community?
<p>Power Standards Which standards provide endurance beyond the course, leverage across multiple disciplines, and readiness for the next level?</p>	<p>Standard 3: Access valid information, products, and services to enhance health.</p> <p>8.3.1. Explain health-related situations that call for professional prevention or intervention services.</p> <p>8.3.2. Investigate and analyze valid and reliable health-related products and services.</p> <p>8.3.3. Locate and access valid and reliable personal health and wellness information from home, school or the community.</p>
<p>Supporting Standards Which related standards will be incorporated to support and enhance the enduring standards?</p>	<p>8.1.6. Describe the importance of seeking help and treatment for common infectious diseases and chronic diseases and summarize health practices to prevent the spread of disease.</p>
<p>Essential Vocabulary What vocabulary must students know to understand and communicate effectively about this content?</p>	<p>accessing information, validity, reliability, accessible resources, cite</p>
<p>Cross Curriculum Connections Are there opportunities to make connections to other disciplines (standards and curriculum programs)?</p>	<p>Check with your media, library, or English teachers to see how they teach accessing information as well.</p> <p>Accessing information is critical in all subject areas, specifically social studies and science. Because of the information age we live in, it is vital that students have this skill in order to have critical thinkers leaving our school system.</p> <p>Source: www.rmc.org</p> <p>21st Century Skills</p> <ul style="list-style-type: none"> • Creativity • Communication • Information Literacy
<p>Assessing Learning How will you know when students have learned? How do you know students have successfully met the learning intention?</p>	<p>Grades 6-8 students will have mastered the skill of accessing information if they are able to locate, analyze, and evaluate sources and then determine if the information, products, and services are valid and reliable. Students will also be able to explain why it is not only important to access valid information, but why accessing this information is important to their future lives including their health and well being.</p>

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	Source: www.rmc.org
<u>Instructional Strategies and Other Resources</u>	https://www.aeseducation.com/blog/what-are-21st-century-skills www.rmc.org https://healthsmartva.org/ https://www.cdc.gov/healthyschools/sher/standards/3.htm Lesson Planning for Skills-Based Health Education
**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.	