

FAYETTE COUNTY PUBLIC SCHOOLS

Unit Framework for Analyzing Influences – 8th Health

Unit	Analyzing Influences
<p>Big Ideas What enduring understandings are essential for application to new situations within or beyond this content?</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Source: www.rmc.org</p>

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<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? • Can students describe the factors that contribute to and that protect against engaging in sexual behavior and explain the importance of setting personal limits to avoid sexual risk behaviors? • Can students describe how power and control differences in relationships can contribute to aggression and violence and describe how prejudice, discrimination and bias can lead to violence? <p>Standard 2</p> <ul style="list-style-type: none"> • Can students examine how school rules, public health policies and laws can influence personal health and behaviors? • Can students evaluate prevention strategies that reduce health risk behaviors and explain the influence these strategies have on personal choices?
<p>Power Standards Which standards provide endurance beyond the course, leverage across multiple disciplines, and readiness for the next level?</p>	<p>Standard 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</p> <p>8.2.1. Examine how school rules, public health policies and laws can influence personal health and behaviors.</p> <p>8.2.2. Evaluate prevention strategies that reduce health risk behaviors and explain the influence these strategies have on personal choices.</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>8.1.9. Describe the factors that contribute to and that protect against engaging in sexual behavior and explain the importance of setting personal limits to avoid sexual risk behaviors.</p> <p>8.1.12. Describe how power and control differences in relationships can contribute to aggression and violence and describe how prejudice, discrimination and bias can lead to violence.</p>
<p>Essential Vocabulary</p>	<p>external, internal, influences, culture, community, peer pressure, social norms, media, advertising, techniques, situation, cope, impact.</p>

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<p>What vocabulary must students know to understand and communicate effectively about this content?</p>	
<p><u>Cross Curriculum Connections</u> Are there opportunities to make connections to other disciplines (standards and curriculum programs)?</p>	<p>Social Studies: Identify and describe the influences in significant historical events or our culture</p> <p>Language Arts: What influenced a character to make a certain choice?</p> <p>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.</p> <p>Arts: Examine the factors that have influenced artists, music, drawings, paintings, acting etc..</p> <p>Source: www.rmc.org</p> <p>21st Century Skills</p> <ul style="list-style-type: none"> ● Problem Solving ● Critical Thinking ● Information Literacy ● Collection of Information ● Comparing and contrasting ● Communication
<p><u>Assessing Learning</u> How will you know when students have learned? How do you know students have successfully met the learning intention?</p>	<p>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.</p> <p>Source: www.rmc.org</p>
<p><u>Instructional Strategies and Other Resources</u></p>	<p>www.rmc.org</p> <p>Lesson Planning for Skills-Based Health Education</p> <p>Youth Risk Behavior Survey 2017 Results https://nccd.cdc.gov/youthonline/App/Results.aspx?LID=KY</p> <p>https://healthsmartva.org/</p>

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<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 Curriculum Platform.**