

FAYETTE COUNTY PUBLIC SCHOOLS

Unit Framework for Goal-Setting – 8th Health

Unit	Goal Setting
<p>Big Ideas What enduring understandings are essential for application to new situations within or beyond this content?</p>	<p>The health skill, Goal-Setting, empowers students to strive for self-improvement. The Goal-Setting health skill supports students in creating and achieving both short and long term goals. Students gain confidence in their abilities to set and achieve goals by following clear steps over short periods of time. Students learn to identify areas of growth before creating goals that support their success.</p> <p>Goal setting skills are essential for young people. They empower students to strive for self-improvement and have control over their own lives. This skill includes steps that will help students achieve short and long term goals. By reaching these goals, students gain confidence and are able to identify, adopt, and maintain healthy behaviors that will help them be successful in the future.</p> <p>The goal-setting model for grades 6-8 involves three steps. The first is to help students identify a goal. The goal should be exact, very clearly defined, and have some way that it can be measured. The second step is to create and design an action plan for accomplishing the goal. This includes breaking their goal up into smaller steps and identifying what resources students need in order to help them reach their goal. The third step is to reflect upon if their goal was met or not. Students may either reward themselves for accomplishing their goal, or they can make changes and try their goal again. This is a life-long healthy skill and if teachers provide opportunities for practice then students will gain mastery of goal setting.</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 explain why using alcohol or other drugs is an unhealthy way to manage stress and describe the relationship between using alcohol and other drugs with other health risks? • Can students explain the relationship between access to healthy foods and personal food choices and identify healthy and risky approaches to weight management? • 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 situations that could lead to the use of tobacco and explain reasons most individuals do not use tobacco products? <p>Standard 6</p> <ul style="list-style-type: none"> • Can students apply strategies and skills needed to attain personal health goals? • Can students explain how personal health goals can vary with changing abilities, priorities and responsibilities? • Can students set and implement a goal that maintains or improves personal health and/or wellness-related behavior?
<p>Power Standards Which standards provide endurance beyond the course, leverage across multiple disciplines, and readiness for the next level?</p>	<p>Standard 6: Use goal-setting skills to enhance health.</p> <p>8.6.1. Apply strategies and skills needed to attain personal health goals.</p> <p>8.6.2. Explain how personal health goals can vary with changing abilities, priorities and responsibilities.</p> <p>8.6.3. Set and implement a goal that maintains or improves personal health and/or wellness-related behavior.</p>
<p>Supporting Standards Which related standards will be incorporated to support and enhance the enduring standards?</p>	<p>8.1.1. Explain why using alcohol or other drugs is an unhealthy way to manage stress and describe the relationship between using alcohol and other drugs with other health risks.</p> <p>8.1.2. Explain the relationship between access to healthy foods and personal food choices and identify healthy and risky approaches to weight management.</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>8.1.11. Describe situations that could lead to the use of tobacco and explain reasons most individuals do not use tobacco products.</p>

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<p>Essential Vocabulary What vocabulary must students know to understand and communicate effectively about this content?</p>	<p>long term goal, short term goal, action plan, measurable, attainable, specific, realistic, barriers, supporters</p>
<p>Cross Curriculum Connections Are there opportunities to make connections to other disciplines (standards and curriculum programs)?</p>	<p>The goal setting model can be used to school wide for setting academic, behavioral, individual or classroom goals.</p> <p>Develop a partnership with parents. Make sure that parents are aware of their student's goals so they can help with mastery.</p> <p>Source: www.rmc.org</p> <p>21st Century Skills</p> <ul style="list-style-type: none"> ● Communication ● Initiative ● Creativity ● Productivity
<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 goal setting if they can identify a goal that will maintain or improve a health related activity. The goal must be specific, measurable, attainable, realistic and completed in the time provided. Students will show mastery if they are able to document the steps needed to complete a goal and provide solutions to problems that arise during the action plan process. Students will reflect on why this goal is important to them and how the goal is going to make their life better. Students can identify their successes and failures they had during their experience and how goal setting will help them in the future.</p> <p>Source: www.rmc.org</p>
<p>Instructional Strategies and Other Resources</p>	<p>https://www.aeseducation.com/blog/what-are-21st-century-skills</p> <p>www.rmc.org</p> <p>https://healthsmartva.org/</p> <p>https://www.cdc.gov/healthyschools/sher/standards/3.htm</p> <p>Lesson Planning for Skills-Based Health Education</p>

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**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.	