

Health 6 Year Plan

<i>Big Ideas</i>	<i>Number of Lessons</i>	<i>Dates</i>
(1) Introduction + Pre-Assessment	5	September
(2) Identity and Personal Standards	22	September - November
(3) Safety and Healthy Relationships	28	<i>December - April</i>
(4) Media and Advertising	16	<i>April- June</i>

<i>Sept.</i>	<i>Oct.</i>	<i>Nov.</i>	<i>Dec.</i>	<i>Jan.</i>	<i>Feb.</i>	<i>Mar.</i>	<i>Apr.</i>	<i>May</i>	<i>June</i>
Intro <i>USC 6.1</i>	<i>USC 6.3</i> <i>USC 6.5</i>	<i>DM 6.8</i> <i>AP 6.10</i>	<i>USC 6.2</i>	<i>USC 6.4</i> <i>USC 6.6</i>	DM 6.8	DM 6.9	AP 6.10 USC 6.5	<i>USC 6.7</i> <i>DM 6.9</i>	<i>AP 6.10</i>

Unit #1: Shaping Identity and Forming Personal Standards

Essential Question:

How does my understanding of identity and my personal standards affect my ability to make healthy decisions?

Time: September- November (1st Reporting Period)

Number of Lessons: 25

Outcome	Key Learnings	Resource	Assessment
USC 6.1	<ul style="list-style-type: none"> - students will understand influences on forming personal standards - students will understand the influences on forming identity - ex) family, friends, community, values, beliefs, laws.. etc 	<p><i>Identity Formation</i> http://www.pbs.org/thisemotionallyfe/topic/adolescence/identity-formation</p> <p><i>Guide to Healthy Adolescent Development</i> http://www.jhsph.edu/research/centers-and-institutes/center-for-adolescent-health/_includes/Interactive%20Guide.pdf</p> <p><i>Socioemotional Development in Adolescence</i> https://www.boundless.com/psychology/human-development/adolescence/socioemotional-development-in-adolescence/</p>	<ul style="list-style-type: none"> -pre-assessments: KWL Charts to assess students' prior learning, pose questions and allow for partner turn and talk, discuss as class afterwards - short answer selected response: asking for students' personal influences on identity formation and standards

Unit #2: Safety and; Unit #3: Healthy Relationships

Essential Questions: What is my role in keeping my community safe?
 What does a healthy relationship look like?

Time: December-April (2nd reporting Period)

Number of Lessons: 18

Outcome	Key Learnings	Resource	Assessment
USC 6.2	<ul style="list-style-type: none"> - students will know the importance of establishing healthy relationships - students will understand the importance of maintaining healthy relationships (respecting people who are different from themselves) 	<i>Building Healthy Relationships Handout</i> http://www.thesafespace.org/wp-content/uploads/Building_Healthy_Relationships_6.10.pdf	<ul style="list-style-type: none"> - selected response: true and false questions regarding healthy relationships - extended written response: explain how others' standards may differ from your own
USC 6.4	<ul style="list-style-type: none"> - students will be able to identify sources of stress - students will be able to analyze ways to respond to and alleviate stress (physical, mental and emotional) 	<i>What Stresses You Out About School?</i> http://kidshealth.org/teen/school_jo bs/school/school_stress.html	<ul style="list-style-type: none"> - personal communication: students will journal about stresses in their lives and how they would alleviate/deal with it
USC 6.6	<ul style="list-style-type: none"> - students will learn general first aid and accident prevention 	<i>First Aid Booklet</i> http://www.pecentral.org/LessonIde	<ul style="list-style-type: none"> - extended written responses: students will solve problems and

	- students will study the intent of rules, regulations and laws related to safety practices	as/ViewLesson.asp?ID=1328#.UvfyRPIdUpA <i>Safety Resources for Teachers</i> https://www.teachervision.com/safety/teacher-resources/33406.html	describe steps they would take in response to a selection of scenarios
DM 6.8	- students will use one decision making model to assess different situations pertaining to safety and accident prevention	ABCDE Decision Making Model https://drive.google.com/file/d/1WAp42kRkPsyXM5EBrQLWLo3Ueqa2jyKxfrp7YcevF2jhMDD_6RCwUR3vKK7LAMQXONZrOp1DGKUgWEOa/edit?usp=sharing	- performance: students will work in small groups and carry out the different steps of a chosen decision making model and apply to scenarios where safety and accident prevention is key
DM 6.9	- students will construct personal goals that affirm personal standards in maintaining healthy relationships	ABCDE Decision Making Model https://drive.google.com/file/d/1WAp42kRkPsyXM5EBrQLWLo3Ueqa2jyKxfrp7YcevF2jhMDD_6RCwUR3vKK7LAMQXONZrOp1DGKUgWEOa/edit?usp=sharing	- extended response: students will compare and contrast a healthy and unhealthy relationship and explain how personal standards plays into maintaining healthy relationships
AP 6.10	- students will independently construct an action plan supports the notion of safety practices and accident prevention in their community	Designing an Action Plan Package https://www.dropbox.com/s/oj2wrD0pnzfalc1/Action%20Planning%20Handouts%202012.pdf	- students will be provided the checklist from Action Planning Resource Package (as practiced) - personal communication: check in point, make sure they're on the right track - evaluated based on rubric we co-create

Unit #4: Media and Advertising

Essential Question: How can I develop critical media literacy?

Why are adolescents targeted in health promotions and advertising?

Time: April- June (3rd Reporting Period)

Number of Lessons: 12

Outcome	Key Learning	Resource	Assessment
USC 6.5	<ul style="list-style-type: none"> - students will identify sources of influence on body image - students will discuss stereotypes and prejudice based on appearances 	<p><i>Body Image and Self Esteem</i> http://kidshealth.org/teen/your_mind/body_image/body_image.html</p> <p><i>Understanding Stereotypes Lesson Plan</i> http://www.discoveryeducation.com/teachers/free-lesson-plans/understanding-stereotypes.cfm</p>	<ul style="list-style-type: none"> - extended response: students will identify the type of stereotype/prejudice present given a number of scenarios
USC 6.7	<ul style="list-style-type: none"> - students will learn how adolescents are at risk of being targeted for consumerism in advertisement and health promotions 	<p><i>Media Literacy Lesson Plan</i> http://www.readwritethink.org/classroom-resources/lesson-plans/critical-media-literacy-commercial-97.html</p>	<ul style="list-style-type: none"> - performance: students will work in small groups and create a media presentation to be evaluated
DM 6.8	<ul style="list-style-type: none"> - students will use one decision making model to assess different situations pertaining to health 	<p>ABCDE Decision Making Model https://drive.google.com/file/d/1WAp42kRkPsyXM5EBrQLWLo3Ueqa2jyKxfrp7YcevF2</p>	<ul style="list-style-type: none"> - performance: students will work in small groups and carry out the different steps of a

	promotions and advertisement	jhMDD_6RCwUR3vKK7LAMQXONZrOp1DGKUgWEOa/edit?usp=sharing	chosen decision making model and apply to scenarios where critical media literacy is evaluated
AP 6.10	- students will independently construct an action plan that actively deconstructs the idea of adolescent vulnerability in media and advertising	Designing an Action Plan Package https://www.dropbox.com/s/oj2wrd0pnzfa1c1/Action%20Planning%20Handouts%202012.pdf	- students will be provided the checklist from Action Planning Resource Package - students will be evaluated on the rubric we co-create

Year Plan Rationale

This year plan is designed to cover all the learning outcomes in the Health 6 curriculum. The key learnings are spread out over a period of about 72 lessons, which works out to 8 lessons per week. As one can see from the timeline on *Page 1*, each month covers 1-2 outcomes. During the first few months of the school year, students are introduced to the health curriculum and given pre-assessments to gather a sense of the students' prior learnings. The USC outcomes are content heavy, so as a result there is a significant amount of time allotted towards each USC outcome. The Decision Making (DM) outcomes and Action Planning (AP) are also a critical part of the Health curriculum. To help students gain a critical lense when it comes to health and wellness, students are introduced to the inquiry based learning through the DMs and APs of this year plan. The number of lessons during the months of December and February are reduced due to the busyness of winter concerts and school holidays.