



Park Hill School District

Building Successful Futures • Each Student • Every Day

8th Grade Life Ed Curriculum

Course Description:

In a world filled with countless choices, cultivating the ability to make informed, healthy decisions is paramount for individual well-being. This course is designed to equip students with the skills and knowledge necessary to navigate various aspects of life while prioritizing their physical, mental, and emotional health. Through a cyclical process students will learn to make healthy decisions, set meaningful goals, analyze choices, and advocate for themselves effectively. In order to enhance the building of relationships and community in Life Ed, the engaging experiences include a suggested relationship building circle prompt designed to cultivate a high trust, low stress culture where students feel a sense of belonging, ownership, and responsibility.

Scope and Sequence:

Timeframe	Unit	Instructional Topics
4 days (during 1st Quarter)	Unit 1 Making Decisions	• <u>Accessibility</u>: access valid and reliable resources to support health and well being of self and others. ○ Experience 1: Digital Citizenship and Media Literacy • <u>Decisions</u>: use a decision making process to support health and well being of self and others. ○ Experience 2: Prioritizing Self (Growth and development, including drugs and alcohol) ○ Experience 3: Prioritizing Relationships (Olweus and Bullying)

		● <u>Goals</u>: use a goal setting process to support health and well being of self and others. ○ Experience 4: Prioritizing Needs (SMART Goal)
3 days (during 2nd Quarter)	Unit 2: Analyzing and Implementing Decisions	● <u>Analysis</u>: use functional health information to support health and well-being of self and others. ○ Experience 1: Prioritizing Health and Understanding Impact ● <u>Demonstration</u>: demonstrate practices and behaviors to support health and well-being of self and others. ○ Experience 2: Prioritizing Actions ● <u>Advocacy</u>: advocate to promote health and well being of self and others. ○ Experience 3: Prioritizing Appropriate Supports
3 days (during 3rd Quarter)	Unit 3: Making Informed Decisions	● <u>Accessibility</u>: access valid and reliable resources to support health and well being of self and others. ○ Experience 1: Prioritizing Resources ● <u>Decisions</u>: use a decision making process to support health and well being of self and others. ○ Experience 2: Prioritizing Reflection ● <u>Goals</u>: use a goal setting process to support health and well being of self and others. ○ Experience 3: Prioritizing Needs (SMART Goal)
5 days (during 4th Quarter)	Unit 4: Analyzing and Implementing Informed Decisions	● <u>Analysis</u>: use functional health information to support health and well-being of self and others. ○ Experience 1: Prioritizing Impact ● <u>Demonstration</u>: demonstrate practices and behaviors to support health and well-being of self and others. ○ Experience 2: Prioritizing Community ● <u>Advocacy</u>: advocate to promote health and well being of self and others. ○ Experience 3: Prioritizing Context and Strategy Life Education Reflection: Experiences 4 & 5

Unit 1: Making Decisions

Subject: Decision-Making

Grade: 8

Name of Unit: Making Decisions

Length of Unit: 4 Days

Overview of Unit: The course emphasizes accessibility to reliable resources for supporting personal and others' well-being. Lesson one focuses on digital citizenship and media literacy. Lesson two delves into the RMC decision-making processes to support well being, including self-prioritization and addressing topics like drugs and alcohol. Lesson three centers on prioritizing relationships, including tackling bullying using the Olweus approach. Lesson four introduces goal setting, emphasizing SMART goals for prioritizing needs effectively.

Priority Standards for Unit:

- **PH.Health.3** Access valid and reliable resources to support health and well-being of self and others.
- **PH.Health.5** Use a decision-making process to support health and well-being of self and others.
- **PH.Health.6** Use a goal-setting process to support health and well-being of self and others.

Supporting Standards for Unit:

- **PH.Health.3.8.2** Identify supports and barriers to accessing valid and reliable health information, products, services, and other resources.
- **PH.Health.3.8.5** Use strategies to manage misinformation and disinformation.
- **PH.Health.5.8.3** Use an individual, supported, or collaborative decision-making process to maintain or improve health and well-being.
- **PH.Health.5.8.5** Identify supports and barriers that affect decision making at individual, interpersonal, community, societal, and environmental levels.
- **PH.Health.6.8.1** Assess personal health and well-being to identify focus areas for goal-setting.
- **PH.Health.6.8.2** Analyze when individual, supported, or collaborative goal-setting is appropriate.
- **PH.Health.6.8.3** Develop a goal and explain how it supports health and well-being.
- **PH.Health.6.8.4** Develop a plan that addresses supports and barriers to attaining a health-related goal.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
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valid and reliable resources to support health and well-being of self and others.	Access	Understand	1
a decision-making process to support health and well-being of self and others.	Use	Apply	2
a goal-setting process to support health and well-being of self and others.	Use	Apply	2

Essential Questions:

1. How do I decide whether or not sources about my health are valid and reliable?
2. How do I make decisions to prioritize my health and well-being?
3. What decisions should I make to create and maintain healthy relationships?
4. How do I use a goal setting process to prioritize my health and well-being?

Enduring Understanding/Big Ideas:

1. I can develop critical evaluation skills for research using digital citizenship rules, to confidently determine the validity and reliability of health-related sources. This will increase my media literacy, and allow me to make informed decisions about my personal health and well-being.
2. I can prioritize and actively promote my own health and well-being by understanding the importance of self-awareness, goal-setting, and informed decision-making. This will increase my knowledge about my personal growth and development, and teach me how to make decisions about preventing drug and alcohol use.
3. I can process the different roles I could take in a bullying situation, and learn conflict resolution strategies. This will help me proactively empower myself and others, to make decisions that promote healthy relationships.
4. I can inventory my personal needs to determine how to complete a process of personal goal setting, which will help me proactively personalize my personal health and well being. This will help me foster a growth mindset to make decisions that will help me achieve my desired goals.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Accessibility Decisions Media Literacy Self-prioritization Implementing Costa's Levels	RMC (Risk Management and Critical Thinking) Prioritize Advocate Digital Identity Digital Footprint Intellectual Property Digital Privacy Health Well-being Reliability Credibility Valid

Engaging Experience 1

Title: Accessibility: Digital Citizenship, Media Literacy, & Bullying

Suggested Length of Time: 1 day

Standards Addressed

Priority:

- **PH.Health.3** Access valid and reliable resources to support health and well-being of self and others.

Supporting

- **PH.Health.3.8.2** Identify supports and barriers to accessing valid and reliable health information, products, services, and other resources.
- **PH.Health.3.8.5** Use strategies to manage misinformation and disinformation.

Detailed Description/Instructions:

Circle Question: What makes online communication easier than in-person communication?

Instructional Progression:

1. Brainstorm how digital citizenship, media literacy, and online behavior impacts lives.
2. Discuss accessing valid, reliable, and credible online sources to deal with impacts.
3. Review and discuss bullying case study.

Lesson plan and slideshow can be found in the MS Life Education Resources Schoology course.

Bloom's Levels: Understand

Webb's DOK: 1

Engaging Experience 2

Title: Decisions: Prioritizing Self (Growth and development, including drugs and alcohol influences)

Suggested Length of Time: 1 day

Standards Addressed

Priority:

- **PH.Health.5** Use a decision-making process to support health and well-being of self and others.

Supporting:

- **PH.Health.5.8.3** Use an individual, supported, or collaborative decision-making process to maintain or improve health and well-being.
- **PH.Health.5.8.5** Identify supports and barriers that affect decision making at individual, interpersonal, community, societal, and environmental levels.

Detailed Description/Instructions:

Circle Question: How many decisions do you think you have made this morning?

Instructional Progression:

1. Review Growth and development changes 8th graders may be dealing with.
2. Review impact of drugs.
3. Review Decision-Making Process as outlined by RMC Health.
4. Small group decision-making scenarios.

*RMC Health Decision-Making Process, and lesson slideshow can be found in the MS Life Education Resources Schoology course.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 3

Title: Decisions: Prioritizing Relationships (Olweus and Bullying)

Suggested Length of Time: 1 day

Standards Addressed

Priority:

- **PH.Health.5** Use a decision-making process to support health and well-being of self and others.

Supporting:

- **PH.Health.5.8.3** Use an individual, supported, or collaborative decision-making process to maintain or improve health and well-being.
- **PH.Health.5.8.5** Identify supports and barriers that affect decision making at individual, interpersonal, community, societal, and environmental levels.

Detailed Description/Instructions:

Circle Question: What is one thing you know you have in common with 1 person in this room?

Instructional Progression:

1. Review bullying definition and discuss examples.
2. Discuss bullying scenarios in groups.
3. Apply the RMC decision making process.
4. Role play
5. Reflection

Lesson plan and slideshow can be found in the MS Life Education Resources Schoology course.

Bloom's Levels: Apply

Webb's DOK: 1

Engaging Experience 4

Title: Goals: Prioritizing Needs (SMART Goal)

Suggested Length of Time: 1 day

Standards Addressed

Priority:

- **PH.Health.6** Use a goal-setting process to support health and well-being of self and others.

Supporting:

- **PH.Health.6.8.1** Assess personal health and well-being to identify focus areas for goal-setting.
- **PH.Health.6.8.2** Analyze when individual, supported, or collaborative goal-setting is appropriate.
- **PH.Health.6.8.3** Develop a goal and explain how it supports health and well-being.
- **PH.Health.6.8.4** Develop a plan that addresses supports and barriers to attaining a health-related goal.

Detailed Description/Instructions:

Circle Question: What was the last goal you set for yourself? Did you achieve it?

Instructional Progression:

1. Watch Goal Setting and How to Achieve Your Goals (YouTube) linked in MS Life Education Resources Schoology course
2. Take Assessment (linked in MS Life Education Resources Schoology course, you will need a copy of the packet for each student)
3. Review Scoring
4. Look at Sample goal setting based on needs scenario
5. Build SMART goals using assessment results template in MS Life Education Resources Schoology course.
6. Students will monitor behaviors at least once per week.

Bloom's Levels: Apply
Webb's DOK: 2

Summary of Engaging Learning Experiences for Topics

Engaging Experience Title	Description	Suggested Length of Time
Digital Citizenship and Media Literacy	Teach students how to access valid and reliable resources to support their own health and well-being, as well as that of others, particularly in the context of addressing bullying.	1 class period
Prioritizing Self (Growth and development, including drugs and alcohol influences)	<u>Circle Question:</u> How many decisions do you think you have made this morning? 1. Review Growth and development changes 8th graders may be dealing with. 2. Review impact of drugs. 3. Review Decision-Making Process as outlined by RMC Health. 4. Small group decision-making scenarios.	1 class period
Prioritizing Relationships (Olweus and Bullying)	<u>Circle Question:</u> What is one thing you know you have in common with 1 person in this room? 1. Review bullying definition and discuss examples. 2. Discuss bullying scenarios in groups. 3. Apply the RMC decision making process. 4. Role play 5. Reflection	1 class period
Goals: Prioritizing Needs (SMART Goal)	<u>Circle Question:</u> What was the last goal you set for yourself? Did you achieve it? 1. Take Assessment 2. Review Scoring 3. Look at Sample goal setting based on needs scenario 4. Build your SMART goal.	1 class period

Unit 2: Analyzing and Implementing Decisions

Subject: Decision-Making

Grade: 8

Name of Unit: Analyzing and Implementing Decisions

Length of Unit: 3 Days

Overview of Unit: The unit emphasizes using functional health information to support personal and others' well-being. Lesson one focuses on prioritizing health and understanding its impact. In lesson two, students demonstrate practices and behaviors to support health for themselves and others. Lesson three explores advocacy, teaching students to prioritize appropriate supports to promote health and well-being.

Priority Standards for Unit:

- **PH.Health.1** Use functional health information to support health and well-being of self and others.
- **PH.Health.7** Demonstrate practices and behaviors to support health and well-being of self and others.
- **PH.Health.8** Advocate to promote health and well-being of self and others.

Supporting Standards for Unit:

- **PH.Health.1.8.4** Analyze practices and behaviors that support health and well-being, including how to manage health conditions.
- **PH.Health.7.8.1** Examine supports and barriers to health-related practices and behaviors.
- **PH.Health.7.8.3** Demonstrate practices and behaviors that support personal and community health and well-being.
- **PH.Health.8.8.1** Analyze opportunities to advocate for the health and well-being of individuals, families, and communities.
- **PH.Health.8.8.4** Demonstrate advocacy skills and strategies to promote the health and well-being of self and others.
- **PH.Health.6.8.5** Monitor progress to determine whether a health-related goal or plan should be maintained or adjusted.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
functional health information to support health and well-being of self and others.	Use	Apply	2
practices and behaviors to support health and well-being of self and others.	Demonstrate	Apply	2

to promote health and well-being of self and others.	Advocate	Create	4
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Essential Questions:

1. What strategies can be used to effectively use health information in order to promote health?
2. How do I demonstrate practices that support health and well-being?
3. How can we become effective advocates to promote the health and well-being of both ourselves and others within our communities?

Enduring Understanding/Big Ideas:

1. I can use Costa’s Levels of Thinking, communication skills, and research-based decision-making, to gather health information that promotes positive behaviors, empowers others, and fosters healthier communities.
2. I can incorporate various habits and behaviors in my life, which may include self-care, hygiene maintenance, stress management, setting boundaries, practicing gratitude, in order to prioritize my own health and empower others to do the same.
3. I can become an effective advocate to promote health and well-being within my community by informing myself about health issues in my community, prioritizing my own health issues, building relationships and supports, raising awareness, empowering others, and learning by example, to create a healthy community for all.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
analysis synthesis implement	health well-being impact supports barriers boundaries self-care advocate

Engaging Experience 1

Title: Prioritizing Health and Understanding Impact

Suggested Length of Time: 1 class

Standards Addressed

Priority:

- **PH.Health.1** Use functional health information to support health and well-being of self and others.

Supporting:

- **PH.Health.1.8.4** Analyze practices and behaviors that support health and well-being, including how to manage health conditions.
- **PH.Health.6.8.5** Monitor progress to determine whether a health-related goal or plan should be maintained or adjusted.

Detailed Description/Instructions:

Circle Question: What factors contribute to overall health. Think beyond just physical health to include mental and emotional well-being. (Create list on the board)

Instructional Progression:

1. Discuss/Brainstorm Reliable sources for health information. (healthcare professionals, reputable websites, educational materials etc)
2. Discuss Short term vs. Long term impact of typical situations.
 - Scenario 1: You stayed up late studying for a test that you forgot about.
 - Scenario 2: You decide you don't want to take time to pack your lunch for school so you don't eat lunch.
 - Scenario 3: You spent all afternoon playing video games or scrolling social media.
3. Provide each group with a different health-related scenario. Groups will work to build a bank of reliable sources to reference for this sort of health scenario. Each group will create a resource, present it, and post it for others to use. (15 min)
4. Review student SMART goals and document progress.

*Lesson Slideshow can be found in the MS Life Education Resources Schoology course

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 2

Title: Prioritizing Actions

Suggested Length of Time: 1 class

Standards Addressed

Priority:

- **PH.Health.7** Demonstrate practices and behaviors to support health and well-being of self and others.

Supporting:

- **PH.Health.7.8.1** Examine supports and barriers to health-related practices and behaviors.
- **PH.Health.7.8.3** Demonstrate practices and behaviors that support personal and community health and well-being.
- **PH.Health.6.8.5** Monitor progress to determine whether a health-related goal or plan should be maintained or adjusted.

Detailed Description/Instructions:

Circle Question: What often gets in the way of you making healthy decisions? Encourage students to go beyond physical health.

Instructional Progression:

1. Small group skits or slideshow: each group will identify a behavior that supports well-being. Groups will present these behavior skits and provide 3 ways that can help with overall well-being. In their skit they should include at least 1 barrier that they overcome.
2. Review student SMART goals and document progress.

*Lesson Slideshow can be found in the MS Life Education Resources Schoology course

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 3

Title: Prioritizing Appropriate Supports

Suggested Length of Time: 1 class

Standards Addressed

Priority:

- **PH.Health.8** Advocate to promote health and well-being of self and others.

Supporting:

- **PH.Health.8.8.1** Analyze opportunities to advocate for the health and well-being of individuals, families, and communities.
- **PH.Health.8.8.4** Demonstrate advocacy skills and strategies to promote the health and well-being of self and others.
- **PH.Health.6.8.5** Monitor progress to determine whether a health-related goal or plan should be maintained or adjusted.

Detailed Description/Instructions:

Circle Question: Why it's essential to promote health not only for themselves but also for others in their communities

Instructional Progression:

1. Brainstorm how mental and physical health issues affect students and their communities.
2. Prioritize health issues.
3. Role Play to demonstrate advocacy skills such as persuasion, communication, and problem-solving.

4. Discuss and reflect.
5. Update SMART Goal Progress

*Lesson Plan and Slideshow can be found in the MS Life Education Resources Schoology course.

Bloom's Levels: Create

Webb's DOK: 4

Summary of Engaging Learning Experiences for Topics

Engaging Experience Title	Description	Suggested Length of Time
Prioritizing Health and Understanding Impact	<u>Circle Question:</u> What factors contribute to overall health. Think beyond just physical health to include mental and emotional well-being. (Create list on the board) <u>Instructional Progression:</u> 1. Discuss/Brainstorm Reliable sources for health information. (healthcare professionals, reputable websites, educational materials etc) 2. Discuss Short term vs. Long term impact of typical situations (chart, short term, long term, positive alternate) ○ Scenario 1: You stayed up late studying for a test that you forgot about. ○ Scenario 2: You decide you don't want to take time to pack your lunch for school so you don't eat lunch. ○ Scenario 3: You spent all afternoon playing video games or scrolling social media. 3. Provide each group with a different health-related scenario. Groups will work to build a bank of reliable sources to reference for this sort of health scenario. Each group will create a resource, present it, and post it for others to use. (15 min) 4. Review student SMART goals and document progress.	1 day

Prioritizing Actions	Circle Question: What often gets in the way of you making healthy decisions? Encourage students to go beyond physical health. 1. Small group skits: each group will identify a behavior that supports well-being. Groups will present these behavior skits and provide 3 ways that can help with overall well-being. In their skit they should include at least 1 barrier that they overcome. 2. Review student SMART goals and document progress.	1 day
Prioritizing Appropriate Supports	Have students analyze opportunities to advocate for health and well-being, develop advocacy skills, and demonstrate the ability to prioritize appropriate support for themselves and others.	1 day

Unit 3: Making Informed Decisions

Subject: Decision-Making

Grade: 8

Name of Unit: Making Informed Decisions

Length of Unit: 3 Days

Overview of Unit: The course underscores accessing valid and reliable resources to enhance personal and collective health and well-being decisions. Lesson one focuses on prioritizing digital, personal, or professional resources effectively. Lesson two teaches students to utilize a decision-making process, emphasizing reflection to support health. In lesson three, students prioritize needs through a goal-setting process, particularly using SMART goals for optimal outcomes in personal and communal health.

Priority Standards for Unit:

- **PH.Health.3** Access valid and reliable resources to support health and well-being of self and others.
- **PH.Health.5** Use a decision-making process to support health and well-being of self and others.
- **PH.Health.6** Use a goal-setting process to support health and well-being of self and others.

Supporting Standards for Unit:

- **PH.Health.3.8.4** Analyze the validity, reliability, and accessibility of health information, products, services, and other resources.
- **PH.Health.3.8.5** Use strategies to manage misinformation and disinformation.
- **PH.Health.5.8.3** Use an individual, supported, or collaborative decision-making process to maintain or improve health and well-being.
- **PH.Health.5.8.4** Evaluate how various options may affect health-related outcomes at individual, interpersonal, community, societal, and environmental levels when making a decision.
- **PH.Health.5.8.6** Evaluate the results of a health-related decision on self and others.
- **PH.Health.6.8.1** Assess personal health and well-being to identify focus areas for goal-setting.
- **PH.Health.6.8.2** Analyze when individual, supported, or collaborative goal-setting is appropriate.
- **PH.Health.6.8.3** Develop a goal and explain how it supports health and well-being.
- **PH.Health.6.8.4** Develop a plan that addresses supports and barriers to attaining a health-related goal.
- **PH.Health.6.8.5** Monitor progress to determine whether a health-related goal or plan should be maintained or adjusted.
- **PH.Health.6.8.6** Examine the goal-setting process and outcomes on health and well-being.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
valid and reliable resources to support health and well-being of self and others.	Access	Understand	1
a decision-making process to support health and well-being of self and others.	Use	Apply	2
Use a goal-setting process to support health and well-being of self and others.	Use	Apply	2

Essential Questions:

1. How can accessing valid and reliable resources enhance our ability to make informed decisions about personal and collective health and well-being?
2. What steps are involved in utilizing a decision-making process effectively to support our health and the well-being of others?
3. Why is goal-setting, particularly using SMART goals, essential for achieving optimal outcomes in personal and communal health?

Enduring Understanding/Big Ideas:

1. Accessing valid and reliable resources is essential for making well-informed decisions about personal and collective health, as it provides the necessary information and support to promote positive outcomes.
2. Utilizing a structured decision-making process, with an emphasis on reflection, empowers individuals to assess options, consider consequences, and make choices that align with their health and well-being goals.
3. The goal-setting process, particularly using SMART goals, serves as a strategic tool for prioritizing needs and taking action towards achieving desired outcomes in both personal and communal health, fostering accountability and success.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
SMART goal evaluate monitor	reflection needs misinformation

Engaging Experience 1

Title: Prioritizing Resources

Suggested Length of Time: 1 day

Standards Addressed

Priority:

- **PH.Health.3** Access valid and reliable resources to support health and well-being of self and others.

Supporting:

- **PH.Health.3.8.4** Analyze the validity, reliability, and accessibility of health information, products, services, and other resources.
- **PH.Health.3.8.5** Use strategies to manage misinformation and disinformation.
- **PH.Health.6.8.5** Monitor progress to determine whether a health-related goal or plan should be maintained or adjusted.

Detailed Description/Instructions:

Circle Question: Who/what do you seek advice from most often?

Instructional Progression:

1. Students will create a visual representation of the influence of external factors on their thoughts and actions related to health. Outside influences should include: family, friends, peers, community, culture, social media, news media, etc.
2. Distribute Concern-Source assignment. Students will match the health concern with the appropriate support source.
 - Health concerns/topics
 - Knowing the benefits of fruits, vegetables, and whole grains
 - Overcoming barriers to regular exercise, such as lack of time or motivation
 - Developing strategies for improving mental well-being
 - Learning about the dangers of vaping and e-cigarettes
 - Practicing good oral hygiene habits
 - Managing screen time and other factors that can affect sleep quality
 - Coping with body image issues and self-esteem challenges
 - Protecting personal information online

- Learning about communication skills and conflict resolution
- Recognizing the signs of an unhealthy or abusive relationship
- Support Sources
 - 1st article on Google
 - Database, Associated Press, NPR, Reuter article
 - Wikipedia
 - Parent/Caregiver
 - Coach/Teacher
 - Friend
- 3. Review student SMART goals and document progress.

*Lesson Slideshow can be found in MS Life Education Resources Schoology Course

Bloom's Levels: Analyze

Webb's DOK: 3

Engaging Experience 2

Title: Prioritizing Reflection

Suggested Length of Time: 1

Standards Addressed

Priority:

- **PH.Health.5** Use a decision-making process to support health and well-being of self and others

Supporting:

- **PH.Health.5.8.3** Use an individual, supported, or collaborative decision-making process to maintain or improve health and well-being.
- **PH.Health.5.8.4** Evaluate how various options may affect health-related outcomes at individual, interpersonal, community, societal, and environmental levels when making a decision.
- **PH.Health.6.8.5** Monitor progress to determine whether a health-related goal or plan should be maintained or adjusted.
- **PH.Health.5.8.6** Evaluate the results of a health-related decision on self and others.

Detailed Description/Instructions:

Circle Question: Imagine you have the power to pick just one influence to completely eliminate from your life for a week. Which influence would you choose, and how do you think your behaviors and decisions might change without it? How do you predict this change could impact your future?

Instructional Progression:

1. Discuss the difference between internal and external influences.
2. Show a variety of influences. Students will complete a puzzle/chart that looks at Influence, Behavior, Outcomes.
3. Students trade and complete puzzles
4. Work on building an analysis of student SMART goals using the sentence starter
If ____ continues to be an influence on ____, it will mean ____.
5. Review student SMART goals and document progress.

*Lesson Slideshow can be found in MS Life Education Resources Schoology Course

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 3

Title: Prioritizing Needs (SMART Goal)

Suggested Length of Time: 1 day

Standards Addressed

Priority:

- **PH.Health.6** Use a goal-setting process to support health and well-being of self and others.

Supporting:

- **PH.Health.6.8.1** Assess personal health and well-being to identify focus areas for goal-setting.
- **PH.Health.6.8.2** Analyze when individual, supported, or collaborative goal-setting is appropriate.
- **PH.Health.6.8.3** Develop a goal and explain how it supports health and well-being.
- **PH.Health.6.8.4** Develop a plan that addresses supports and barriers to attaining a health-related goal.
- **PH.Health.6.8.5** Monitor progress to determine whether a health-related goal or plan should be maintained or adjusted.
- **PH.Health.6.8.6** Examine the goal-setting process and outcomes on health and well-being.

Detailed Description/Instructions:

Circle Question: What is your definition of healthy?

Instructional Progression:

1. Reflect on health and well being to determine areas of improvement. Discuss as a class.
2. Choose one word to describe your area of improvement (eating, exercise, journaling, etc.)
3. Create a well being SMART Goal

*Lesson Slideshow and Lesson Plan can be found in MS Life Education Resources Schoology Course

(you will need to copy slide five for your students or they can copy from their last/current goal)

Bloom's Levels: Apply

Webb's DOK: 2

Summary of Engaging Learning Experiences for Topics

Engaging Experience Title	Description	Suggested Length of Time
Prioritizing Resources	<u>Circle Question:</u> Who/what do you seek advice from most often? <u>Instructional Progression:</u> 1. Students will create a visual representation of the influence of external factors on their thoughts and actions related to health. Outside influences should include: family, friends, peers, community, culture, social media, news media, etc. 2. Distribute Concern-Source assignment. Students will match the health concern with the appropriate support source. ○ Health concerns/topics • Knowing the benefits of fruits, vegetables, and whole grains • Overcoming barriers to regular exercise, such as lack of time or motivation • Developing strategies for improving mental well-being • Learning about the dangers of vaping and e-cigarettes • Practicing good oral hygiene habits • Managing screen time and other factors that can affect sleep quality • Coping with body image issues and self-esteem challenges • Protecting personal information online	1 day

	• Learning about communication skills and conflict resolution • Recognizing the signs of an unhealthy or abusive relationship ○ Support Sources • 1st article on Google • Database, Associated Press, NPR, Reuter article • Wikipedia • Parent/Caregiver • Coach/Teacher • Friend 3. Review student SMART goals and document progress	
Prioritizing Reflection	<u>Circle Question:</u> Imagine you have the power to pick just one influence to completely eliminate from your life for a week. Which influence would you choose, and how do you think your behaviors and decisions might change without it? How do you predict this change could impact your future? <u>Instructional Progression:</u> 1. Discuss the difference between internal and external influences. 2. Show a variety of influences. Students will complete a puzzle/chart that looks at Influence, Behavior, Outcomes. 3. Students trade and complete puzzles 4. Work on building an analysis of student SMART goals using the sentence starter If ____ continues to be an influence on ____, it will mean ____. 5. Review student SMART goals and document progress	
Prioritizing Needs (SMART Goal)	<u>Circle Question:</u> What is your definition of healthy? <u>Instructional Progression:</u> 1. Reflect on health and well being to determine areas of improvement. Discuss as a class. 2. Choose one word to describe area of improvement (eating, exercise, journaling, etc.) 3. Create a well being SMART Goal	1 day

Unit 4: Analyzing and Implementing Informed Decisions

Subject: Decision-Making

Grade: 8

Name of Unit: Analyzing and Implementing Informed Decisions

Length of Unit: 5 days

Overview of Unit: The unit focuses on utilizing functional health information to enhance personal and communal well-being. In lesson one, students prioritize understanding the impact of health decisions. Lesson two involves demonstrating practices and behaviors to support health within the community. Lesson three teaches advocacy skills, emphasizing the importance of context and strategic approaches in promoting health for oneself and others.

Priority Standards for Unit:

- **PH.Health.1** Use functional health information to support health and well-being of self and others.
- **PH.Health.7** Demonstrate practices and behaviors to support health and well-being of self and others.
- **PH.Health.8** Advocate to promote health and well-being of self and others.

Supporting Standards for Unit:

- **PH.Health.1.8.6** Analyze how individual, interpersonal, community, and environmental factors impact health and well-being.
- **PH.Health.6.8.5** Monitor progress to determine whether a health-related goal or plan should be maintained or adjusted.
- **PH.Health.7.8.2** Analyze practices and behaviors that support personal and community health and well-being.
- **PH.Health.7.8.3** Demonstrate practices and behaviors that support personal and community health and well-being.
- **PH.Health.8.8.3** Adapt advocacy skills and strategies for a variety of audiences and contexts.
- **PH.Health.8.8.5** Evaluate the effectiveness of advocacy efforts for promoting health and well-being.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
functional health information to support health and well-being of self and others.	Use	Understand	1
practices and behaviors to support health and well-being of self and others.	Demonstrate	Apply	2
to promote health and well-being of self and others.	Advocate	Create	4

Essential Questions:

1. How does understanding the impact of health decisions empower individuals to make informed choices that enhance personal and communal well-being?
2. What practices and behaviors can individuals demonstrate to support health within their communities, and how do these actions contribute to a culture of wellness?
3. Why are advocacy skills important for promoting health for oneself and others, and how can context and strategic approaches enhance the effectiveness of advocacy efforts?

Enduring Understanding/Big Ideas:

1. Understanding the impact of health decisions allows individuals to assess the consequences of their actions and make informed choices that positively influence personal and communal well-being.
2. Demonstrating practices and behaviors that support health within the community fosters a culture of wellness and encourages collaborative efforts to address health-related challenges and promote positive outcomes for all members.
3. Advocacy skills enable individuals to effectively advocate for health-related issues, leveraging contextual understanding and strategic approaches to influence policies, systems, and environments in ways that prioritize the well-being of oneself and others.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	informed decisions prioritize consequences

Engaging Experience 1

Title: Prioritizing Impact

Suggested Length of Time: 1 day

Standards Addressed

Priority:

- **PH.Health.1** Use functional health information to support health and well-being of self and others.

Supporting:

- **PH.Health.1.8.6** Analyze how individual, interpersonal, community, and environmental factors impact health and well-being.
- **PH.Health.6.8.5** Monitor progress to determine whether a health-related goal or plan should be maintained or adjusted.

Detailed Description/Instructions:

Circle Question: To make an impact on someone or something, does it have to be on purpose?
Give an example of a time you were impacted unintentionally.

Instructional Progression:

1. Display the various factors that influence health and well-being, such as lifestyle choices, relationships, community resources, and environmental conditions. Ask students to add 2 to each category.
2. Play Factor Relay Race
3. Impact Reflection
 - a. 3 min brainstorm
 - b. Group Share out
 - c. Discuss intentional vs unintentional
 - d. Action Plan: Ask students to write down one action they can take to positively impact the health and well-being of others. Encourage them to be specific and realistic in their actions. After writing down their actions, have students stick their notes on the poster board or large sheet of paper labeled "Our Commitments."
4. Review student SMART goals and document progress

*Lesson Slideshow and Lesson Plan can be found in MS Life Education Resources Schoology Course

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 2

Title: Prioritizing Community

Suggested Length of Time: 1 day

Standards Addressed

Priority:

- **PH.Health.7** Demonstrate practices and behaviors to support health and well-being of self and others.

Supporting:

- **PH.Health.6.8.5** Monitor progress to determine whether a health-related goal or plan should be maintained or adjusted.
- **PH.Health.7.8.2** Analyze practices and behaviors that support personal and community health and well-being.
- **PH.Health.7.8.3** Demonstrate practices and behaviors that support personal and community health and well-being.

Detailed Description/Instructions:

Circle Question: What Community do you feel closest to? (School, culture, City, Country, etc)

Instructional Progression:

1. Review Community Health practices .
2. Discuss the importance of community
3. Intramural Request Form
 - a. Develop an intramural or club that could be used at your current school or next year at your high school to meet one of the categories of Community Health.
 - i. Include goals, activities for at least 5 meetings of that intramural/club, and materials that will be needed.
4. Reflect: How does/should Community impact your decisions?
5. Review student SMART goals and document progress

*Lesson Slideshow can be found in MS Life Education Resources Schoology Course

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 3

Title: Prioritizing Context and Strategy

Suggested Length of Time: 1 day

Standards Addressed

Priority:

- **PH.Health.8** Advocate to promote health and well-being of self and others.

Supporting:

- **PH.Health.6.8.5** Monitor progress to determine whether a health-related goal or plan should be maintained or adjusted.

- **PH.Health.8.8.3** Adapt advocacy skills and strategies for a variety of audiences and contexts.
- **PH.Health.8.8.5** Evaluate the effectiveness of advocacy efforts for promoting health and well-being.

Detailed Description/Instructions:

Circle Question: Discuss one cause you feel is important.

Instructional Progression:

1. Introduce advocacy strategies such as
 - a. Public speaking
 - b. Writing letters to policymakers
 - c. Creating petitions
 - d. Using social media campaigns
 - e. Organizing community events or rallies
2. Discuss examples of circumstances that would require each and how those might impact health or well-being
3. Add to the advocacy strategies list. (talk with an adult/expert, ask for help, etc.)
4. Group Scenarios
5. Review Self-advocacy Strategies
 - a. Review student SMART goals and document progress.
 - b. Are there steps you need to take to advocate for yourself to achieve your goal?

*Lesson slideshow can be found in MS Life Education Resources Schoology course

Bloom's Levels: Create

Webb's DOK: 4

Summary of Engaging Learning Experiences for Topics

Engaging Experience Title	Description	Suggested Length of Time
Prioritizing Impact	<u>Circle Question:</u> To make an impact on someone or something, does it have to be on purpose? Give an example of a time you were impacted unintentionally. <u>Instructional Progression:</u> 1. Display the various factors that influence health and well-being, such as lifestyle choices, relationships, community resources, and environmental conditions. Ask students to add 2 to each category. 2. Play Factor Relay Race 3. Impact Reflection a. 3 min brainstorm b. Group Share out c. Discuss intentional vs unintentional d. Action Plan: Ask students to write down one action they can take to positively impact the health and well-being of others. Encourage them to be specific and realistic in their actions. After writing down their actions, have students stick their notes on the poster board or large sheet of paper labeled "Our Commitments." 4. Review student SMART goals and document progress	1 day
Prioritizing Community	<u>Circle Question:</u> What Community do you feel closest to? (School, culture, City, Country, etc) <u>Instructional Progression:</u> 1. Review Community Health practices . 2. Discuss the importance of community 3. Intramural Request Form a. Develop an intramural or club that could be used at your current school or next year at your high school to meet one of the categories of Community Health.	1-2 days

	i. Include goals, activities for at least 5 meetings of that intramural/club, and materials that will be needed. 4. Reflect: How does/should Community impact your decisions? 5. Review student SMART goals and document progress Bloom's Levels: Apply Webb's DOK: 2	
Prioritizing Context and Strategy	Circle Question: Discuss one cause you feel is important. Instructional Progression: 1. Introduce advocacy strategies such as a. Public speaking b. Writing letters to policymakers c. Creating petitions d. Using social media campaigns e. Organizing community events or rallies 2. Discuss examples of circumstances that would require each and how those might impact health or well-being 3. Add to the advocacy strategies list. (talk with an adult/expert, ask for help, etc.) 4. Group Scenarios 5. Review Self-advocacy Strategies a. Review student SMART goals and document progress. b. Are there steps you need to take to advocate for yourself to achieve your goal?	1 day

Unit of Study Terminology

Appendices: All Appendices and supporting material can be found in this course's shell course in the District's Learning Management System.

Assessment Leveling Guide: A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

Big Ideas/Enduring Understandings: Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

Engaging Experience: Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

Engaging Scenario: This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

Essential Questions: Engaging, open-ended questions that teachers can use to engage students in the learning.

Priority Standards: What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

Supporting Standards: Additional standards that support the learning within the unit.

Topic: These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

Unit of Study: Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

Unit Vocabulary: Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.