

Health I: Accessing Valid Health Information, Products, Services

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - Students will demonstrate the ability to apply knowledge and practice health behaviors and recognize health risks in order to promote a healthy lifestyle. - Students will demonstrate the ability to access valid information, products and services to promote a healthy lifestyle. - Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials. - Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences. - Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style. <u>Content Standards:</u> - CDCP.1 comprehend concepts related to health promotion and disease prevention to enhance health - CDCP.3 demonstrate the ability to access valid information, products, and services to enhance health	Transfer	
	Students will be able to independently use their learning to make informed decisions in order to lead a healthy lifestyle.	
	Meaning	
	ENDURING UNDERSTANDINGS Students will understand that... - there is a vast amount of health information online, and not all of it is accurate and reliable - it is important to one's health to research a health product before purchasing or using it - evaluating proper healthcare providers ensures appropriate treatment	ESSENTIAL QUESTIONS How does one know if a resource, product, or service is valid, reliable, and/or relevant to his/her health?
	Acquisition	
	Students will know... - a variety of methods for checking sources of health information - that the acronym ACCESS stands for Accurate, Credible, Current, Easy to Use, Support, Situations - that food claims and healthy eating strategies are not always valid (misleading info/advertised claims) - how marketing, packaging, and advertising influence product choices - the dimensions of health and the interrelationships of them - that there are protective factors that could enhance/affect health, such as: nutrition, exercise, stress, substance use, family history,	Students will be skilled at... - navigating several different online sites and resources using the ACCESS principles - providing a rationale for appropriateness of source - locating and identifying local related services (within 1 hour drive) for personal/family health issues - identifying when help and resources are needed - evaluating info, products, and services for validity and reliability - reflecting on the use of valid info, products, and services - comparing and contrasting various dietary guidelines and practices from different sources, locations, and cultures (USDA

	access to regular health care, support systems, etc. - the risk factors that could be detrimental to health - how to comparison shop for foods, including comparing nutrient density and food packaging <u>vocabulary:</u> internet domains, reliable, valid, accessible, ACCESS, primary care provider, referral, performance supplement, dietary supplement, obesity, diabetes, protective factors, risk factors, longevity, dimensions of health, primary care vs. specialists, referral, genetics, heredity, health claim	Guidelines, Harvard Healthy Eating Plate, Mediterranean Diet, food guidelines from different countries)
Content Area Literacy Standards		21st Century Skills
- RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources. - RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. - RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. - RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts - WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. - WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. - WHST.6-8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. - WHST.6-8.9 Draw evidence from informational texts to support analysis, reflection, and research.		<i>make judgments and decisions</i> <i>communicate clearly</i> <i>collaborate with others</i> <i>manage goals and time</i> <i>be self-directed learners</i>

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan	
Summary of Key Learning Events and Instruction	
<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
1.OA.1 Use	1.OA.1 Use
<i>Technology Integration</i>	<i>District Materials</i>
1.OA.1 Use	