

## Comprehensive Health and Physical Education

**Mission:** Knowledge of health and physical education concepts and skills empowers students to assume lifelong responsibility to develop physical, social and emotional wellness.

<b>Standard 2.1 Wellness</b>	
All students will learn and apply health promotion concepts and skills to support a healthy, active lifestyle.	
<b>Big Idea:</b> Taking responsibility for one's own health is an essential step towards developing and maintaining a healthy, active lifestyle.	
Essential Questions	Enduring Understandings
<b>Strand A. Personal Health</b> <ul style="list-style-type: none"><li>What are the consequences (especially unforeseen) of our choices in terms of wellness?</li></ul>	<ul style="list-style-type: none"><li>Current and future personal wellness is dependent upon applying health-related concepts and skills in everyday lifestyle behaviors.</li></ul>
<b>Strand B. Growth and Development</b> <ul style="list-style-type: none"><li>What causes optimal growth and development?</li></ul>	<ul style="list-style-type: none"><li>An individual's health at different life stages is dependent on heredity, environmental factors and lifestyle choices.</li></ul>
<b>Strand C. Nutrition</b> <ul style="list-style-type: none"><li>What makes a food healthy?</li><li>How do you determine appropriate portion sizes?</li></ul>	<ul style="list-style-type: none"><li>There are many short and long term health benefits and risks associated with nutritional choices.</li></ul>
<b>Strand D. Diseases and Health Conditions</b> <ul style="list-style-type: none"><li>To what extent can we keep ourselves disease free?</li></ul>	<ul style="list-style-type: none"><li>Current and emerging diagnostic, prevention and treatment strategies can help people live healthier and longer than ever before.</li></ul>
<b>Strand E. Safety</b> <ul style="list-style-type: none"><li>What is the difference between healthy and unhealthy risks?</li><li>Why do we sometimes take risks that can cause harm to ourselves or others?</li></ul>	<ul style="list-style-type: none"><li>Being consistently aware of the environment and taking safety precautions can reduce the risk of injury to oneself and others.</li></ul>
<b>Strand F. Social and Emotional Health</b> <ul style="list-style-type: none"><li>How can you learn to like yourself and others?</li></ul>	<ul style="list-style-type: none"><li>Developing self esteem, resiliency, tolerance and coping skills support social and emotional health.</li></ul>

<b>Standard 2.2 Integrated Skills</b>	
All students will use health-enhancing personal, interpersonal and life skills to support a healthy, active lifestyle.	
<b>Big Idea:</b> The use of critical thinking, decision making, problem solving, leadership and communication skills are essential to making informed personal, family and community health decisions.	
Essential Questions	Enduring Understandings
<b>Strand A. Communication</b> <ul style="list-style-type: none"> <li>How do you know whether or not health information is accurate?</li> <li>How do I learn to stand for and communicate my beliefs to others without alienating them?</li> </ul>	<ul style="list-style-type: none"> <li>Making good health decisions requires the ability to access and evaluate reliable resources.</li> <li>Effective communication skills enhance a person's ability to express and defend their beliefs.</li> </ul>
<b>Strand B. Decision Making</b> <ul style="list-style-type: none"> <li>Why might educated people make poor health decisions?</li> <li>How do I overcome negative influences when making decisions about my personal health?</li> </ul>	<ul style="list-style-type: none"> <li>Decision-making can be affected by a variety of influences that may not be in a person's best interest.</li> </ul>
<b>Strand C. Planning and Goal Setting</b> <ul style="list-style-type: none"> <li>In order to achieve lifetime wellness, what should I plan for and what should I just let happen?</li> </ul>	<ul style="list-style-type: none"> <li>Developing and implementing a plan to reach realistic wellness goals increases the likelihood of reaching those goals.</li> </ul>
<b>Strand D. Character Development</b> <ul style="list-style-type: none"> <li>How are character and health related? What aspects of our character can be changed?</li> <li>To what extent do outside influences shape values?</li> </ul>	<ul style="list-style-type: none"> <li>Character can be developed and supported through individual and group activities, the influence of positive role models and involvement in community service.</li> <li>Character is who you are when no one is looking.</li> </ul>
<b>Standard E. Leadership, Advocacy and Service</b> <ul style="list-style-type: none"> <li>How can you inspire others to address health issues?</li> </ul>	<ul style="list-style-type: none"> <li>Leadership and advocacy to promote personal and community wellness can impact the immediate community and society as a whole.</li> </ul>
<b>Standard F. Health Services and Careers</b> <ul style="list-style-type: none"> <li>Where do I go to access information about good health and fitness services?</li> </ul>	<ul style="list-style-type: none"> <li>There are numerous health and fitness programs available that provide a variety of services. Not all are created equal.</li> </ul>
<b>Standard 2.3 Drugs and Medicine</b>	
All students will learn and apply information about alcohol, tobacco, other drugs and medicines to make decisions that support a healthy, active lifestyle.	
<b>Big Idea:</b> Knowledge about drugs and medicines informs decision making related to personal wellness and the wellness of others.	
Essential Questions	Enduring Understandings
<b>Strand A. Medicines</b> <ul style="list-style-type: none"> <li>How do I determine whether or not a medication will be effective?</li> </ul>	<ul style="list-style-type: none"> <li>Medicines must be used correctly in order to be safe and have the maximum benefit.</li> </ul>

<b>Strand B. Alcohol, Tobacco and Other Drugs</b> <ul style="list-style-type: none"> <li>Why do people choose to use alcohol, tobacco and other drugs when they are aware of the detrimental effects?</li> <li>How do I make the “right” decisions in the face of peer, media and other pressures?</li> </ul>	<ul style="list-style-type: none"> <li>Research has clearly established that alcohol, tobacco and other drugs have a variety of harmful effects on the human body.</li> </ul>
<b>Strand C. Dependency/Addiction and Treatment</b> <ul style="list-style-type: none"> <li>Why does one person become an addict and another does not?</li> </ul>	<ul style="list-style-type: none"> <li>There are common indicators, stages and influencing factors of chemical dependency.</li> </ul>
<b>Standard 2.4 Human Relationships and Sexuality</b> All students will learn the physical, social, and emotional aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.	
<b>Big Idea:</b> Understanding the various aspects of human relationships and sexuality assists in making good choices about healthy living.	
<b>Essential Questions</b>	<b>Enduring Understandings</b>
<b>Strand A. Relationships</b> <ul style="list-style-type: none"> <li>How do we learn to understand and respect diversity in relationships?</li> <li>How do we know when a relationship is not worth saving?</li> </ul>	<ul style="list-style-type: none"> <li>Tolerance, appreciation and understanding of individual differences are necessary in order to establish healthy relationships.</li> <li>Reliable personal and professional resources are available to assist with relationship problems.</li> <li>Technological advances continue to provide increased opportunities to develop relationships anytime and anywhere with a worldwide audience.</li> </ul>
<b>Strand B. Sexuality</b> <ul style="list-style-type: none"> <li>How do you know when the time is right for you to become sexually active?</li> <li>Why does the United States have such a high incidence of unintended pregnancies and sexually transmitted infections?</li> <li>What determines a person’s sexual orientation?</li> </ul>	<ul style="list-style-type: none"> <li>External pressures and opportunities that present themselves may influence a person to become sexually active.</li> <li>Learning about sexuality and discussing sexual issues is critical for sexual health, but is a sensitive and challenging process.</li> <li>There are many additional challenges that confront those who are not heterosexual.</li> </ul>
<b>Strand C. Pregnancy and Childbirth</b> <ul style="list-style-type: none"> <li>How do you know when you are ready to have a child?</li> </ul>	<ul style="list-style-type: none"> <li>Raising a child requires physical, economic, emotional, social and intellectual commitment.</li> <li>Prenatal care has a direct impact on the delivery and long-term health of the child.</li> </ul>
<b>Standard 2.5 Motor Skills Development</b> All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle.	
<b>Big Idea:</b> Individuals who learn to move safely, effectively and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life.	
<b>Essential Questions</b>	<b>Enduring Understandings</b>
<b>Strand A. Movement Skills</b> <ul style="list-style-type: none"> <li>How does effective and appropriate movement affect wellness?</li> </ul>	<ul style="list-style-type: none"> <li>Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.</li> </ul>

<b>Strand B. Movement Concepts</b> <ul style="list-style-type: none"> <li>Why do I have to understand concepts of movement when I can already perform the movement?</li> </ul>	<ul style="list-style-type: none"> <li>Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities.</li> </ul>
<b>Strand C. Strategy</b> <ul style="list-style-type: none"> <li>To what extent does strategy influence performance in competitive games and activities?</li> </ul>	<ul style="list-style-type: none"> <li>Implementing effective offensive, defensive and cooperative strategies is necessary for all players to be successful in game situations.</li> </ul>
<b>Strand D. Sportsmanship, Rules and Safety</b> <ul style="list-style-type: none"> <li>Why do I have to show good sportsmanship and follow the rules when others do not?</li> </ul>	<ul style="list-style-type: none"> <li>In order for all participants and spectators to experience the maximum benefit from games and sports, everyone must demonstrate knowledge and commitment to sportsmanship, rules and safety guidelines.</li> </ul>
<b>Strand E. Sports Psychology</b> <ul style="list-style-type: none"> <li>How can I become more mentally prepared for competition and sports performance?</li> </ul>	<ul style="list-style-type: none"> <li>Sport psychology techniques prepare athletes to compete at the optimum level.</li> </ul>
<b>Standard 2.6 Fitness</b> All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.	
<b>Big Idea:</b> Lifetime fitness depends upon understanding how each fitness component is developed and measured and how to design and implement a personal fitness plan that supports a healthy, active lifestyle.	
<b>Essential Questions</b>	<b>Enduring Understandings</b>
<b>Strand A. Fitness and Physical Activity</b> <ul style="list-style-type: none"> <li>What is the minimum amount of exercise I can do to stay physically fit?</li> </ul>	<ul style="list-style-type: none"> <li>Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness.</li> <li>Physical fitness is the ability of your whole body to work together efficiently to be able to do the most work with least amount of effort.</li> </ul>
<b>Strand B. Training</b> <ul style="list-style-type: none"> <li>How do I develop an appropriate personal fitness program and find the motivation to commit to it?</li> </ul>	<ul style="list-style-type: none"> <li>Developing and implementing a program that utilizes appropriate training principles is necessary for lifetime fitness.</li> </ul>
<b>Strand C. Achieving and Assessing Fitness</b> <ul style="list-style-type: none"> <li>How do you realize age-appropriate fitness?</li> </ul>	<ul style="list-style-type: none"> <li>Achieving and maintaining fitness requires age-appropriate intensity, duration and frequency of exercise.</li> <li>Ongoing feedback and assessment is necessary in determining the effectiveness of a personal fitness program.</li> </ul>

## PHYSICAL EDUCATION & HEALTH CURRICULAR FRAMEWORK (K-12)

### Nanuet Public Schools, Nanuet NY

Big Ideas	Enduring Understandings	Essential Questions
Leadership Gr. K-12	<ul style="list-style-type: none"> <li>The job of a leader is to make everyone perform better.</li> <li>The best leaders lead by example.</li> </ul>	<ul style="list-style-type: none"> <li>What does a good leader do?</li> </ul>
Communication Gr. 4-12	<ul style="list-style-type: none"> <li>(4-5) Words effect performance.</li> <li>(6-12) Words can motivate or aggravate: know who you are talking to.</li> </ul>	<ul style="list-style-type: none"> <li>How does what I say effect how people play?</li> </ul>
Teamwork Gr. K-12	<ul style="list-style-type: none"> <li>A team is more than a collection of individuals.</li> </ul>	<ul style="list-style-type: none"> <li>What makes a good team?</li> </ul>
Exploration Gr. K-12	<ul style="list-style-type: none"> <li>(PE) Discover what you're good at by trying something new.</li> <li>(Health) Risk taking can have surprising results.</li> </ul>	<ul style="list-style-type: none"> <li>Why am I doing this?</li> </ul>
Strategy Gr. 4-12	<ul style="list-style-type: none"> <li>Think before you start.</li> <li>A good planner knows why and when to make adjustments.</li> </ul>	<ul style="list-style-type: none"> <li>What's my plan? How is it working?</li> <li>What is the other team doing right or wrong? How does that change how I/we play?</li> </ul>
Rules Gr. K-12	<ul style="list-style-type: none"> <li>Rules help keep you safe.</li> <li>(9-12) Knowing the rules can create opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>How does following the rules help you play better?</li> </ul>
Fitness Gr. K-12	<ul style="list-style-type: none"> <li>Just because you can't do it today, doesn't mean you won't be able to do it tomorrow.</li> <li>(K-3) Exercising every day will make you look and feel your best.</li> <li>(4-12) Fitness is a lifetime commitment.</li> <li>(7-12) There are no shortcuts.</li> </ul>	<ul style="list-style-type: none"> <li>What does it mean to be fit (for me)?</li> <li>How did you challenge yourself today?</li> <li>(4-12) What adjustments do you need to make tomorrow?</li> </ul>
Wellness Gr. K-12	<ul style="list-style-type: none"> <li>Take care of yourself so that you can be your best every day.</li> </ul>	<ul style="list-style-type: none"> <li>Why on some days do I get tired faster than on others?</li> <li>How do I get more energy (both in the short-term and in the long-term)?</li> </ul>
Sportsmanship Gr. K-12	<ul style="list-style-type: none"> <li>(K-5) Behaving well is as important as playing well.</li> <li>(6-12) How you behave leaves as much of an impression as how you perform.</li> </ul>	<ul style="list-style-type: none"> <li>(K-5) Are you fun to play with?</li> <li>(6-12) How do other people see you?</li> </ul>
Competition Gr. 4-12	<ul style="list-style-type: none"> <li>Every match can be a learning experience whether you win or lose.</li> <li>Competition gives you a way to measure your progress.</li> </ul>	<ul style="list-style-type: none"> <li>What did you learn from playing?</li> <li>When are you entitled to be proud of your progress?</li> </ul>
Technique Gr. K-12	<ul style="list-style-type: none"> <li>The new way is only harder for a short period of time.</li> <li>Your mind must know what your body is doing.</li> <li>(4-12) Deliberately first; naturally second.</li> </ul>	<ul style="list-style-type: none"> <li>(K-3) How do I get better?</li> <li>(4-12) If I know what to do why is it so hard to do it?</li> <li>(4-12)How do I reach the next level of performance?</li> </ul>
Respect Gr. K-12	<ul style="list-style-type: none"> <li>Live a life that makes you proud of yourself.</li> <li>Hold yourself accountable for how you treat people and your surroundings.</li> <li>Words can build people up or tear them down.</li> </ul>	<ul style="list-style-type: none"> <li>Would I want me for a friend?</li> <li>How do I deserve to be treated?</li> </ul>
Responsibility Gr. K-12	<ul style="list-style-type: none"> <li>You only have one body: take care of it.</li> <li>Work at your own pace but find a way to make it happen.</li> <li>(K-8) Be clear on what you need to do and do it.</li> <li>(6-12) You are accountable for the choices you make.</li> <li>(9-12) The choices you make will determine who you can become.</li> </ul>	<ul style="list-style-type: none"> <li>How did you take care of yourself today? What adjustments do you need to make tomorrow?</li> <li>Did I do the right thing? What will I do the next time?</li> </ul>

# Example: Excerpt derived from “big ideas” in Physical Education

Nanuet Public Schools (Grades K-12)

Nanuet, NY

*Aim high. Work hard. Make it happen. Do it again.*

Big Ideas	NY Learning Standards	Enduring Understandings	Essential Questions
Leadership Gr. K-12	<ul style="list-style-type: none"> <li>• EH1f</li> <li>• IP1f, IP2a, IH3e</li> <li>• CH1d, CH2a, CH2b, CH2c, CH2d, CH2e, CH3a, CP1c, CP1g, CP2a, CP2b, CP2d, CP2e</li> </ul>	<ul style="list-style-type: none"> <li>• The job of a leader is to make everyone perform better.</li> <li>• The best leaders lead by example.</li> </ul>	<ul style="list-style-type: none"> <li>• What does a good leader do?</li> </ul>
Communication Gr. 4-12	<ul style="list-style-type: none"> <li>• EH1f, EH2c</li> <li>• IH3c</li> <li>• CP2b, CP2d, CP2e</li> </ul>	<ul style="list-style-type: none"> <li>• (4-5) Words affect performance.</li> <li>• (6-12) Words can motivate or aggravate; know who you are talking to.</li> </ul>	<ul style="list-style-type: none"> <li>• How does what I say affect how people play?</li> </ul>
Teamwork Gr. K-12	<ul style="list-style-type: none"> <li>• EP1a, EP2c</li> <li>• IP1f, IP2b, IP2c</li> <li>• CP1c, CP1g, CP2a, CP2b, CP2c, CP2d, CP2e</li> </ul>	<ul style="list-style-type: none"> <li>• A team is more than a collection of individuals.</li> </ul>	<ul style="list-style-type: none"> <li>• What makes a good team?</li> </ul>
Exploration Gr. K-12	<ul style="list-style-type: none"> <li>• EP1a, EP1c, EP1d, EP1e, EP2c, EP3c</li> <li>• IH2a, IP3a, IP3b, IP3c</li> <li>• CH2a, CP1d, CP3a, CP3b, CP3c</li> </ul>	<ul style="list-style-type: none"> <li>• (PE) Discover what you're good at by trying something new.</li> <li>• (Health) Risk taking can have surprising results.</li> </ul>	<ul style="list-style-type: none"> <li>• Why am I doing this?</li> </ul>
Strategy Gr. 4-12	<ul style="list-style-type: none"> <li>• EP1a, EP2d</li> <li>• IP1c</li> <li>• CP1d, CP1f, CP3a, CP3b, CP3c, CH1c</li> </ul>	<ul style="list-style-type: none"> <li>• Think before you start.</li> <li>• A good planner knows why and when to make adjustments.</li> </ul>	<ul style="list-style-type: none"> <li>• What's my plan? How is it working?</li> <li>• What is the other team doing right or wrong? How does that change how I (we) play?</li> </ul>
Rules Gr. K-12	<ul style="list-style-type: none"> <li>• EH2a, EH2c, EH3c, EP2a, EP2b, EP2d</li> <li>• IP2a, IP2d</li> <li>• CH2a, CH2b, CH2c, CP2a, CP2b, CP2d</li> </ul>	<ul style="list-style-type: none"> <li>• Rules help keep you safe.</li> <li>• (9-12) Knowing the rules can create opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>• How does following the rules help you play better?</li> </ul>
Fitness Gr. K-12	<ul style="list-style-type: none"> <li>• EH1a, EH1b, EH1c, EH1d, EP1a, EP1b, EP1d, EP1e, EP1f, EP3a, EP3b, EP3c</li> <li>• IP1a, IP1e, IP2a, IP3a</li> <li>• CH1b, CH1d, CH3a, CP1a, CP1b, CP1c, CP1e, CP1f, CP2c, CP3a</li> </ul>	<ul style="list-style-type: none"> <li>• Just because you can't do it today, doesn't mean you won't be able to do it tomorrow.</li> <li>• (K-3) Exercising every day will make you look and feel your best.</li> <li>• (4-12) Fitness is a lifetime commitment.</li> <li>• (4-12) Fitness is a state of mind not just a physical thing.</li> <li>• (7-12) There are no shortcuts.</li> </ul>	<ul style="list-style-type: none"> <li>• What does it mean to be fit (for me)?</li> <li>• How did you challenge yourself today? (4-12) What adjustments do you need to make tomorrow?</li> </ul>

# Sex Education: Understanding by Design Analysis

## Enduring Understandings

## Essential Questions

<i>Sex is normal.</i> The sex drive is a deep, powerful instinct that is at the core of our survival as a species. Sexual desire is normal and healthy, and having a satisfying sex life (quite apart from procreation) is an important part of adult happiness and self-esteem.	Why is sex on people's minds all the time?  Is it normal for grown-ups to have sex even if they aren't planning on having a baby? Why?
<i>Sex can be bad.</i> Despite its very positive side, sex can be one-sided, exploitative, hurtful, and even life-threatening. A surprising number of people have had bad experiences with sex: sexual abuse and rape can leave lifelong scars, countless people have sexually-transmitted diseases, and HIV/AIDS is a killer.	How can sex, which is meant to be so wonderful, hurt people?
<i>Sex is difficult to talk about.</i> For most people, sex is intensely personal and private, and few are comfortable talking about it. Most parents do not communicate well with their children about sex, and many people grow up feeling awkward, even ashamed, about sex. Slang terms, euphemisms, misconceptions, myths, and attempts at sexual humor abound. Being able to talk comfortably and knowledgeably about sex is a key life skill.	Why are people always using bad words and making jokes and telling lies about sex?
<i>The teen years are tricky.</i> Modern humans reach puberty eight to ten years before society considers it acceptable to have sexual intercourse. Teenagers have strong sexual urges and are bombarded with cultural messages about sex ("Just do it!"). Dealing with sexual desire is the central challenge of adolescence.	Why do kids reach puberty so many years before they are allowed to have sex? What are they supposed to do?
<i>Teen sex is risky.</i> Many teenagers, feeling invulnerable, choose to become sexually active. But early sex can have lifelong consequences: sexually-transmitted diseases are rampant, including HIV/AIDS, and becoming pregnant as a teenager can severely limit a young woman's life options. Teen sex can also affect self-esteem.	Why shouldn't teenagers go ahead and have sex? It's a free country, isn't it?
<i>Values are important.</i> Strong moral beliefs (and common sense) can help guide people through the sexual minefield. Some areas are controversial (e.g., premarital sex, masturbation, abortion, homosexuality), but it's possible to find universal values: sexual exploitation of children is wrong; sex between adults should always be consensual; sex is best in a loving relationship; marriage is a strong institution in which to raise children; open communication is good and sexual dishonesty is bad; knowledge is powerful, and ignorance is dangerous.	What's right and wrong when it comes to sex? Are there values that everyone can agree on?
<i>Assertiveness is key.</i> Many people (especially teenagers) face situations in which they are tempted (or forced) to have sex that might be harmful or dangerous. Having the knowledge and assertiveness to avoid and/or deal with such situations is a critical life skill.	How can people avoid having the bad kind of sex?

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Michael : Michael Rulon  
Health PE, Wellness : 7th / 8th grade health : Health  
Johnson Jr High : Grades 7 - 8 : Sep. - Jun.

**Title:** Substance Abuse, a unit based on the National Health Standards  
**Topics:** Core Concepts/Substance Abuse, Goal Setting, Decision Making  
**Time Frame:**  
**Start Date:** -  
**Status:** Revised After Expert Feedback  
**Date Revised:** 1-2-04  
**Other Designers:**

**Summary:**

As educators we must offer more to our students than an encyclopedia's worth of information in our substance abuse units. We have known for a very long time that memorizing untold facts about how bad drugs are will not keep our youth from abusing them. If teachers don't give students the tools to succeed in their lives, our programs are destined to fail. Skills such as goal-setting, decision-making, and refusal skills are vital in these units. In a total health program skills and process, are more vital than information.

**Print Materials Needed:**

Glencoe's Teen Health Course 2, or another health text.

Class materials that cover refusal skills. Many of these can be found in the health text, but many schools and teachers have selected skills they feel work best for them.

**Resources:**

Glencoe's laser disc or video on substance abuse or other videos that can be used for short pieces of information about drugs and other substances.

The internet links can be used to find information about substances, the National Health Standards, and assessments.

**Resource Attachments:**

**Internet Resource Links:**

Link 1:<http://www.glencoe.com/sec/health>

Link 2:[http://webserver3.ascd.org/web/health\\_in\\_education/](http://webserver3.ascd.org/web/health_in_education/)

Link 3:<http://healthteacher.com>

Link 4:<http://www.health.org>

Link 5:<http://www.drugabuse.gov/GoestoSchool/NIDAq2s.html>

**State:** National Standard 1 and 6

**Title:** Health

**Standard(s):** Since this is a unit that should be a resource from ASCD, I want to use the National Standards. Rather than refer to the National Benchmarks, I will let each user refer to their State Standards. Over 75% of all states that have Health standards use all or a version of the National standards. Many, however, have written different or complimentary benchmarks. A complete listing of the national standards can be found at this web site: [http://www.aahperd.org/aahe/pdf\\_files/standards.pdf](http://www.aahperd.org/aahe/pdf_files/standards.pdf)

Core Concepts of substance abuse, Goal Setting , and Decision Making

#### Understandings:

**user** Consequences from substance abuse are very personal to the user and to those around them. Any time a person chooses to use a substance there are health risks.

**user** There are steps that people can follow that will help them make health-enhancing decisions.

**user** Goal setting is a process, that facilitates one's accomplishments. Substance abuse adversely affects personal goals and lives.

**user** Substances (drugs) can be used correctly, misused through carelessness, and purposely abused.

#### Essential Questions:

**user** What is correct use of drugs and other substances?

**user** Why do some people become addicted to drugs and others do not? Could I become addicted if I use drugs?

**user** Why do teens choose to abuse drugs and other substances?

**user** How can I make healthy choices about drugs?

**user** How can abusing drugs affect the goals I have set for myself?

#### Knowledge and Skills:

Students will understand the affects of different drugs and other substances on the brain and body functions.

Students can differentiate between substance use, misuse, and abuse. They can identify factors that can lead to proper use, misuse and abuse.

Students understand the dimensions and intricacies of addiction.

Students demonstrate proper use of a decision-making model about drugs and other substances to reach a choice that enhances health.

Students can create a goal-setting plan to accomplish needs and wants for their future. They can explain how drug abuse can adversely affect their goals.

#### Assessment Summary:

This unit will be assessed by two summative assessments. One will cover concepts of alcohol consumption/abuse and the skill of decision-making. The other will look at other substances that can be abused and their affect on one's goals. There will need to be some formative assessments based on the refusal skills used in your classes. Suggestions are offered in the other evidence box.

Task/Prompt: **Decide now or pay later**

**Type:** Performance Task

**Topics:** Core Concepts/Alcohol and Decison Making

#### Summary:

In this ~~assessment~~ students will be asked to consider a scenario where they are offered alcohol. Students are then use your decision-making model and the alcohol facts they have learned to make the healthiest decision. After the assessments have been scored, students should self-evaluate the scores assigned. Then there should be a class discussion about the different responses students gave on the assessments.

**Print Materials Needed:****Resources:**

Glencoe Teen Health course 2, or another health text. A decision-making model, which is usually found in your health text.

**Resource Attachments:****Internet Resource Links:**

Link 1:  
Link 2:  
Link 3:  
Link 4:  
Link 5:

**State:** National Standard 1 and 6

**Title:** Health

**Standard(s):** Core Concepts/Alcohol Abuse, and Decision Making.

**Notes:**

Make sure that whatever decision-making model you use in class you stress to the students that health is mental/emotional, social, and physical. They must address all of these areas to truly find the healthiest decision.

**Student Directions:**

While at a party several of your good friends offer you a beer. You are not sure you want to start drinking. Maybe you should have thought about this before now. A good decision may be difficult to make when you are being pressured to drink. In this assessment you will be given a no pressure opportunity to go through the decision-making process learned in class. The object is to examine the facts that you know about alcohol using the decision-making model from class.

Teachers may wish to give more prompts here reminding students about some of the specifics of the model used in their class.

**Rubric(s)**

**Rubric:** Scoring guide for Decide Now

**Summary:**

This rubric gives the points to score this assessment. The points are in two main categories: Core Concepts of alcohol abuse, and the skill of Decision making.

**Trait:** Core concepts/Decision making

**Performance Type:** Written.

Level 1: Novice	Level 2: Partially Proficient	Level 3: Proficient	Level 4: Advanced
The student attempts the assessment, but the information given is incorrect and they are unable to use a decision making model.	The student's work shows breadth or depth in understanding about alcohol and its negative affects on at least one aspect or a person's health. There is inaccuracies.	The student's work shows breadth or depth in understanding about alcohol and its negative affects on a person's physical, mental/emotional, and social health. There may be minor inaccuracies.	The student's work shows a complete and comprehensive understanding about alcohol and its negative affects on a person's physical, mental/emotional, and social health. The information is accurate and draws relationships back to personal health.
	Decision-making: The student's work demonstrates the ability to use a decision making model to make a healthy decision. The healthiest decision is stated.	Decision-making: The student's work demonstrates the ability to use a decision making model to make a healthy decision. Steps are complete but maybe missing analysis. The healthiest decision is stated and the	Decision-making: The student's work demonstrates the ability to use a decision making model to make a healthy decision. Steps are sequential, consequences and benefits are

and

does not exactly match

Plan a lesson or write a

Suggest → role play as a activity. Then.

letter to a relative (eg cousin) who asks your advice

(scenario)

student has given a way to evaluate the decision in the future. analyzed. The healthiest decision is stated, and the student has given a way to evaluate the decision in the future. The student has included material or has presented it in a way that goes beyond the basics of the assessment.

Task/Prompt: **My Life**

## **Type:**Performance Task

**Topics:** Core Concepts/Substance Abuse and Goal Setting

### **Summary:**

In this authentic assessment students will examine the relationship of substance abuse to their life goals.

### **Print Materials Needed:**

You will need a goal setting plan. Most health texts provide an outline for students to follow as they set short and long term goals.

### **Resources:**

#### **Resource Attachments:**

#### **Internet Resource Links:**

Link 1:  
Link 2:  
Link 3:  
Link 4:  
Link 5:

**State:** National Standard 1 and 6  
**Title:** Health  
**Standard(s):** Core Concepts/Substance Abuse and Goal Setting

### **Notes:**

Make sure that you discuss long term consequences of substance abuse. Students have difficulty understanding this. For example they don't really understand how a felony conviction could affect a person's whole life.

Students who wish to present their assessment to the class will be encouraged to do so. This can be an assignment given as an enrichment activity.

### **Student Directions:**

In this assessment you will examine how substance abuse can negatively affect the goals you have set for yourself.

First you will construct a lifeline and show and label three goals that you have for your life. They can be school related, family, career, or personal. You will then write a short statement for each, showing a brief plan on how you wish to accomplish each of your goals.

You will then select a substance we have studied in class. You will interject what you think could happen to your goal if you abused this substance. Your prediction should show the specific information you have learned about that substance. For example, if you say you would have memory problems, make sure this is one of the side effects of the substance you are talking about. You will need to repeat this activity two more times so that you demonstrate knowledge of three different substances. Finally, you will write a brief summary of what you have learned by doing this assessment.

## **Rubric(s)**

**Rubric:** Scoring guide for: My Life.

### **Summary:**

A look at how substance abuse can affect a person's goals.

**Trait: My Life****Performance Type: Written.**

Level 1: Novice	Level 2: Partially Proficient	Level 3: Proficient	Level 4: Advanced
The student does the exercise but does not use accurate information. The goal setting section shows no use of a plan to reach a goal.	The student gives some correct information about all three substances chosen for the assessment, however, there are inaccuracies. The work attempts to show a relationship between abuse and some aspects of personal health but is missing proper analysis.  Goal setting: The student starts a plan to reach goals but is missing specific elements. The student shows negative relationships between substance abuse and goal attainment, but the relationships may not be backed up by fact. The student sees a long term effect, but it may be inaccurate.	The student gives complete or comprehensive information about all three substances chosen for the assessment; however, there may be minor inaccuracies. The work shows relationships between abuse and some aspects of personal health.  Goal setting: The student demonstrates the ability to create a plan to reach goals. The plan fits the goal but may have some details that are not congruent. The student shows a few negative relationships between substance abuse and goal attainment. For the most part, they student uses correct information about the substance, and makes logical inferences about the affect of the substance on the goal.	The student gives complete, accurate, and comprehensive information about all three substances chosen for the assessment. The work shows relationships between abuse and all three aspects of personal health.  Goal setting: The student demonstrates the ability to create a plan to reach goals. The goals are attainable and the plan fits the goal. The student shows several negative relationships between substance abuse and goal attainment. They student uses correct information about the substance and makes logical inferences about the affect of the substance on the goal.

good

**Other assessment evidence to be collected:****Process check**

Students will identify refusal skills learned in class and use in a role-play situation.

**Product check**

Students will produce a guide to substance abuse from the information provided in class.

**Selected Response/Short-answer test/quiz**

I personally do not use a quiz; however, it maybe helpful to see if students are learning the basic facts by giving a test or quiz early in the unit.

**Student self-assessment**

Students will do two papers that ask them to look at substance abuse from different points of view. For example one paper asks, "How do you think your parents would feel about you abusing drugs?"

The final day is a discussion on personal responsibility. They students are then given the assignment to write a non-graded summary of what they learned in the lesson. They are asked to state what worked in the class and what could be improved.

## Learning Activities:

Where are we going:

The classroom environment facilitates the question "Where are we going in this unit?" by having a calendar posted. The calendar is laid out with the daily activities and assessments.

Students will construct a concept map of where the unit is headed. Students will know why they are studying substance use, misuse, and abuse by using material that is geared towards 8th graders and their particular concerns. The material is extremely good at drawing the relevance of the information to a teen's life.

The material and activities in this unit strive to show the consequences involved with different choices a teen could make involving drugs and other substances. Lastly, drawing the relationship in the final summative assessment between the information given in class to each student's personal goals gives them a powerful understanding of where the unit has taken them.

Hook:

Students are hooked several ways in this unit. Every daily lesson begins with questions of the day, which tells students where the daily lessons are going and taps their prior knowledge on the subject matter. The questions were worded by previous classes in ways that help teens take interest. At the beginning of the class I have students write a question they have about the subject matter. Then we spend time exploring the questions. I have found that this unit creates many probing questions by students.

The first lesson looks at the question "Why can't we use drugs? We only hurt ourselves." It is a take off of TV commercials that show how buying drugs can finance terrorists. It is a role-play that uses 10 students. By the end of the lesson students understand how buying drugs can cause major violence in many lives. Former students have said that this daily lesson really made them think about just who in the drug world is harmed.

Equipping students:

All skills are delivered through the practice-model-assess method. Research shows that this model is an affective tool for skill acquisition and keeps students actively involved.

Small group work:

Students are given multiple opportunities to work with partners and in groups of four. At the end of the first week they will work on a role-play that reviews and uses the refusal skills covered in class. They will present their role-play after I have approved the script.

Textbook:

Reading from the text is done in 10-15 minute increments. Students are asked to write an analysis of the scenarios given in class.

Lecture:

Material is presented in short lectures. The laser disk is will be used to present video in short clips.

Demonstrations:

Students will have opportunities to participate in several demonstrations. These demonstrations will come from the McGraw-Hill booklet Hands on Health and are located in the substance abuse section.

Enrichment: One of the enrichment activities is to write or present positive alternatives to substance abuse.

Review/Revise/Rethink:

Check points of student learning starts informally on the forth day and continues. There are formal opportunities for students to retake any assessment they wish to. Sometimes they are allowed to use a different mode to finish the assessment (such as oral instead of written).

End of the day activities lead students to answer three questions: What have I learned today? What don't I completely understand? What will I need to know more of?

Students will write two papers on questions that ask them to look at substance abuse from different points of view. For example, one asks, "How do you think your parents would feel about you abusing drugs?"

**Evaluate:**

Students are encouraged to self-evaluate by answering the questions of the day and bell work. These are often topics that involve personal interjection. End of the day activities are activities that lead students to answer the questions: "What have I learned today", "What don't I completely understand?" and "What will I need to know more of?"

Performance tasks are always returned one day after taken, and students must first fill out an evaluation form that asks them to summarize how well they completed the task.

Students will do two papers that ask them to look at substance abuse from different points of view, for example one asks how do you think your parents would feel about you abusing drugs?

Students are able to show self-expression in the summative assessment because of the design factor, which involves creativity, forethought, and the need to anticipate the future.

The final day is a discussion on personal responsibility. They are then given the assignment to write a non-graded summary of what they learned in the lesson. They are asked to state what worked in the class and what could be improved?

**Taylor:**

There is an enrichment activity that involves researching the effect of a substance on the different areas of the brain.

Both of the summative assessments ask each student to look at their own personal aspects. Students are asked to make comparisons in the decision-making model based on personal values. The goal-setting assessment is extremely individualized since students are asked to reflect on their personal goals and to anticipate cause and affect relationships of substance abuse on those goals.

**Organize:**

The unit is organized so progression is used. Material is presented in a very concrete sequential manner. One of the first activities is constructing a substance abuse guide. This activity is designed to reinforce basic concepts. By introducing the skill components of the unit later in the sequence, students are able to scaffold ideas from basic to complex and memorization to application. The skill introduction is explained in the material that describes the model, practice, assess format.

The assessments are effective at having students apply knowledge through skill to reach a conclusion.

Students first move through factual information in the unit. They then go to application of the facts. They must use their knowledge and apply it in a model to determine the healthiest decision. Finally, students move to an understanding of how this information personally affects them now and possible outcomes in the future.

**Notes:** I think teachers of this material need to delve deeper into the consequences of substance abuse. We need to move past the obvious. Students often hear about overdose and addiction. They do not always get to examine the less obvious, such as the connection of alcohol consumption and teen pregnancy, or substance abuse and sexual abuse.