**North East School Division Planning Organizer**



**Health 6 - 9**

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| **Stage 1 – Begin With the End in Mind** | | | | |
| **Big Ideas** (What do we want students to remember 40 years from now?) | | | | |
| Why do I believe what I believe?  How do my beliefs differ from those of others?  How does what I believe impact my world? My life? | | | | |
| **Goals** | | | | |
| **Goal #1:**  Students will develop the **understanding, skills, and confidences** necessary to take action to improve health. | **Goal #2:**  Students will develop the life-long motivation and skill of **making informed decisions** based on health-related knowledge. | | | **Goal #3:**  Students will **apply decisions** to improve personal health and/or the health of others. |
| **Outcomes** (Circle the verbs or skills, underline the nouns or noun phrases) | | | | |
| **USC 8.2 Analyze how personal prejudices/biases and habits of mind shape assumptions about family identities, structures, roles, and responsibilities.**  **Analyze 🡪 relationships (between personal prejudices, habits and assumptions and family identities, structures, roles and responsibilities.)** | | | | |
| **Understandings** (from unwrapped outcomes, **Why** or howit connects to more information) | | **Essential Questions** (Questions for deeper understanding that address the ideas and issues students need to think about throughout the unit) (p. 14) (p.20) (Enduring understandings from “unpacked” outcomes in relation to big ideas) | | |
| That personal beliefs are guided by our experiences and knowledge.  That prejudices are learned and can be unlearned through experiences and examining our philosophy. | | What guides our personal beliefs?  How are prejudices learned? How are they unlearned? Can people change their minds about deeply held beliefs? | | |
| **Students need to know:** (**What** concepts and **how** do students need to know from the outcomes?) (What key knowledge and skills will students acquire as a result of this outcome?) (What is the approximate level of Bloom’s Taxonomy of thinking skills?) (outcomes p. 10) | | **And be able to do:**(What should they eventually be able to do as a result of such knowledge and skill?) (Indicators, p. 33) | | |
| **Definitions of prejudice and bias, habit of mind, assumption.**  **What is a family identity? Structure? Roles? Responsibility?**  **Vocabulary – nuclear family, extended family, gender, role, prejudice, bias, intolerance, inequity, discrimination, influence, assumption, stereotype, social construction, injustice** | | | a. Describe a variety of family structures (e.g., nuclear, mixed, childless, foster, same-sex, single parent, extended).  b. Examine family member roles and how they are established.  c. Analyze gender roles that exist in many families.  d. Examine the family responsibilities associated with family roles.  e. Explore the expectations that parents/caregivers and children/youth have of one another.  f. Analyze personal beliefs about family structures, roles, and responsibilities.  g. Examine the prejudices/biases that exist in the community.  h. Investigate how the differences that exist in families are respected and protected in Canadian human rights legislation.  i. Examine how prejudices/biases are learned attitudes and behaviours.  j. Recognize, name, and challenge instances of inequity, bias, intolerance, and discrimination related to family identities, structures, roles, and responsibilities.  k. Reflect on personal prejudices and their influences on assumptions about families.  l. Analyze how stereotyping and social constructions (e.g., gender, “poor bashing”, white privilege) affect the well-being of self, family, and community.  m. Question examples of injustice towards families in own communities. | |