**North East School Division Planning Organizer**



**Health Grades 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? |
| 1. We want them to believe that family structures are dynamic and that their roles and responsibilities will change.
2. We are who we are because of a combination of nature and nurture.
3. Violence, visible and non-visible, impacts everyone (life and world).
4. What are our responsibilities to people around us? Everyone can take action (Action Plan).
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| **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 qualifiers |
| 8.2: Analyze how personal prejudices/biases and habits of mind shape assumptions about family identities, structures, roles and responsibilities. Analyze the relationship between personal prejudices, habits and assumptions and the relationship between family identities , structures, roles and  responsibilities.8.4: Demonstrate an understanding of the impact of violence (including but not limited to emotional abuse, physical abuse, sexual abuse, spiritual abuse and neglect) on the well being of and the supports needed for self, family and communityDM 8.8: Appraise - role (support in making decisions)DM 8.9: Analyze – opportunities and challenges (health) Establish – goal statements (support others)AP 8.10: Design – one seven day action plan Implement – one seven day action plan Evaluate one seven day action plan Establish – multiple supports |
| **Understandings** What do we hope students will come to understand as a result of learning? Think: Students will understand that… | **Essential Questions** Questions for deeper understanding that invite deep thinking about the ideas and issues throughout the unit. |
| 1. Understanding – The prejudices are learned and can be unlearned through experiences and understanding our philosophy.2. Your point of view is based on your past and current relationships and your knowledge of experiences.3. Cycle of abuse is powerful but there are supports to help break the cycle.4. That staying safe and being respected means understanding yourself and your own boundaries.5. That action planning means setting meaningful goals, planning ways to be successful, building in ways to monitor growth, reflecting on progress and adjusting strategies as needed.6. That action plans help us plan for success instead of waiting for it to just happen. | -How do your personal relationships and experiences shape our view of others?-How are prejudices learned? How are they unlearned? Can people change their minds about deeply held beliefs?-Why is the cycle of abuse so powerful?-How can I be sure I stay safe and respected?- Why create an action plan and how can I do it well and be successful? |
| **Students need to know:** What is essential knowledge for students to have in order to demonstrate their understanding of the outcomes?  | **And be able to do:** What should they eventually be able to do as a result of their learning experiences in order to achieve the outcome? Should reference the indicators. Think: verb.  |
|  1. Know examples of family structures. (8.2.a)
2. Know gender and family roles. (8.2 b,c,d)
3. Know their own beliefs. (8.2 f,k)
4. Definitions of prejudice and bias (8.2 g,i)
5. Know intolerance , discrimination and inequity.(8.2 j,m)
6. Know stereotyping and social constructions (8.2 l)
7. What are family structures? Identity? Roles? Responsibilities? Injustice? (8.2 m)

8.4: 1. Know violence and abuse. Know definitions and examples of abuse  (8.4 a,b,c) 2. Age does not protect an individual from violence (8.4 d) 3. Factors that are known to contribute to abuse (stress, exposure to violence, addictions, mental health issues, poverty) (8.4 e) 4. Know cycle of abuse (8.4 f) 5. Know supports for victims (8.4 g,k,n) 6. Victim of abuse/violence is never at fault. |  1. Describe family structures (8.2 a)
2. Examine roles (8.2 b,c,d,e)
3. Analyze and reflect on their own beliefs (8.2 f,k)
4. Examine the prejudices/biases in community (8.2 g,i)
5. Recognize, name and challenge instances of inequity, bias, intolerance, and discrimination related to family identities, structure, roles and responsibilities (8.2 j,m)
6. Analyze effects of stereotyping (8.2 l)
7. Design, implement and evaluate a 7 day action plan (AP) (8.10)

8.4: 1. Locate, evaluate information about violence and abuse (8.4 a) 2. Assess impact of abuse (8.4 c) 3. Examine why victims of abuse keep the abuse a secret (h) and analyze the  Impact of secrets (h) 4. Examine personal safety threats (i) 5. Investigate sources of help for violent young person (m) 6. Appraise the role support for victims. (DM 8.8) |