**North East School Division Planning Organizer**



**Health Grades 6 - 9**

|  |  |
| --- | --- |
| **Stage 1 – Begin With the End in Mind** | |
| **Big Ideas** What do we want students to remember 40 years from now? | |
| HIV can be prevented by making healthy choices.  Decisions I make now will affect my future. | |
| **Outcomes** Circle the verbs or skills, underline the qualifiers | |
| **USC 8.3 Investigate and analyze the impact of in/formal supports and services available to individuals, families, and communities infected with/affected by non-curable infections/diseases.**  **USC 8.7 Assess the social, cultural, and environmental influences on and supports for sexual health knowledge, attitudes, behaviours, and decisions.**  **DM 8.8 Appraise the role of “support” in making healthy decisions related to non-curable infections and sexual health.**  **DM 8.9 Analyze the health opportunities and challenges, and establish “support others” personal goal statements related to non-curable infections/diseases and sexual health.** | |
| **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. |
| People are using risky behaviours that lead to being infected with HIV.  HIV testing, doctors, HIV clinics, counsellors are available as some supports for people with a non-curable disease.  HIV is transmitted through sex, mother to child and sharing dirty needles.  People need to be aware that information posted on the internet is there forever.  Texting, facebook, postings on youtube are there for many people to see and this could be a risk.  That the attitudes and norms of our community can impact our sexual health  That we can protect ourselves from non-curable diseases  That some decisions can never be reversed.  That when it comes to sexual health, trusting someone else is risky behaviour. | * Why are the cases for HIV increasing in Saskatchewan? * What kind of supports are available for Hepatitis C and HIV? * How is HIV transmitted? * How can I stay safe from predators when it comes to texting, facebook and the internet? * What kinds of decisions am I making today that could be risky? * How can I protect myself? * Why is trusting others risky when it comes to sexual health? * How do I know when a decision is a life-altering one, before I make it? |
| **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. |
| **Know the risky behaviours to contract HIV.**  **Know the information and misinformation about Hep C and HIV.**  **Know the follow-up procedures for testing positive.**  **Know community supports.**  **Know the testing for Hep C and HIV.**  **Know some criteria for risky behaviour**  **The attitudes and norms in the community.**  **The influences that shape the community (religion, geography, family history, culture, etc.)**  **The community norms.**  **Know the social influences, cultural and environmental influences.**  **Know what their personal commitment is and what their standards are.**  **Voacbulary – non-curable, infection, disease, risky, virus, positive, attitude, norm, sexual health** | **Locate and evaluate information about supports needed by people infected with non-curable infections/diseases.**  **Describe the effects of non-curable infections/diseases on families and communities.**  **Explore the consequences for having/not having supports for self, family and community.**  **Recognize that some non-curable infections are related to risky behaviours.**  **Explore follow-up procedures and supports for those who test positive for the HI virus.**  **Describe how misinformation and/or lack of understanding may influence the kinds of supports available to people infected with non-curable infections.**  **Investigate and critique the kinds of supports needed to mitigate some of the behaviours associated with acquiring non-curable infections/diseases.**  **Examine the types of informal and formal community supports available for people infected and/or affected by non-curable infections/diseases.**  **Investigate sources of and information about testing for HIV/AIDS and Hepatitis C.**  **Consider the impact that education has on the kinds of supports available in communities.**  **Discuss HIV testing as a support service.**  **Compare the perceived and actual sexual attitudes/norms in the community.**  **Examine influences that shape community norms about sexual health.**  **Compare attitudes of adults to the youth in the community.**  **Determine consequences of not knowing community norms.**  **Examine how the social, cultural and environmental influences may determine people’s knowledge and access to sexual health information.**  **Appraise the strategies of personal commitment that are required to commit to one’s standards and to respond to the influences.**  **Analyze ways to support others and their dignity in decisions related to sexual health.** |