Unit Title: It's All About Safety

Colorado's District Sample Curriculum Project

INSTRUCTIONAL UNIT AUTHORS
Adams Five Star School District
    Pam Gibble
    Tim Harp
    Aprille Vasu
Denver School District
    Jennifer Smith

BASED ON A CURRICULUM
OVERVIEW SAMPLE AUTHORED BY
Adams Five Star School District
    Pam Gibble
Aspen School District
    Calan Gibney
Cheyenne Mountain School District
    Vanessa Gauther
    Susan Roberts
Denver School District
   Shawn St. Sauveur
Gunnison Watershed School District
    Chelsey Miller
Harrison School District
    Kelli Sisson
St Vrain School District
    Jean Gurule
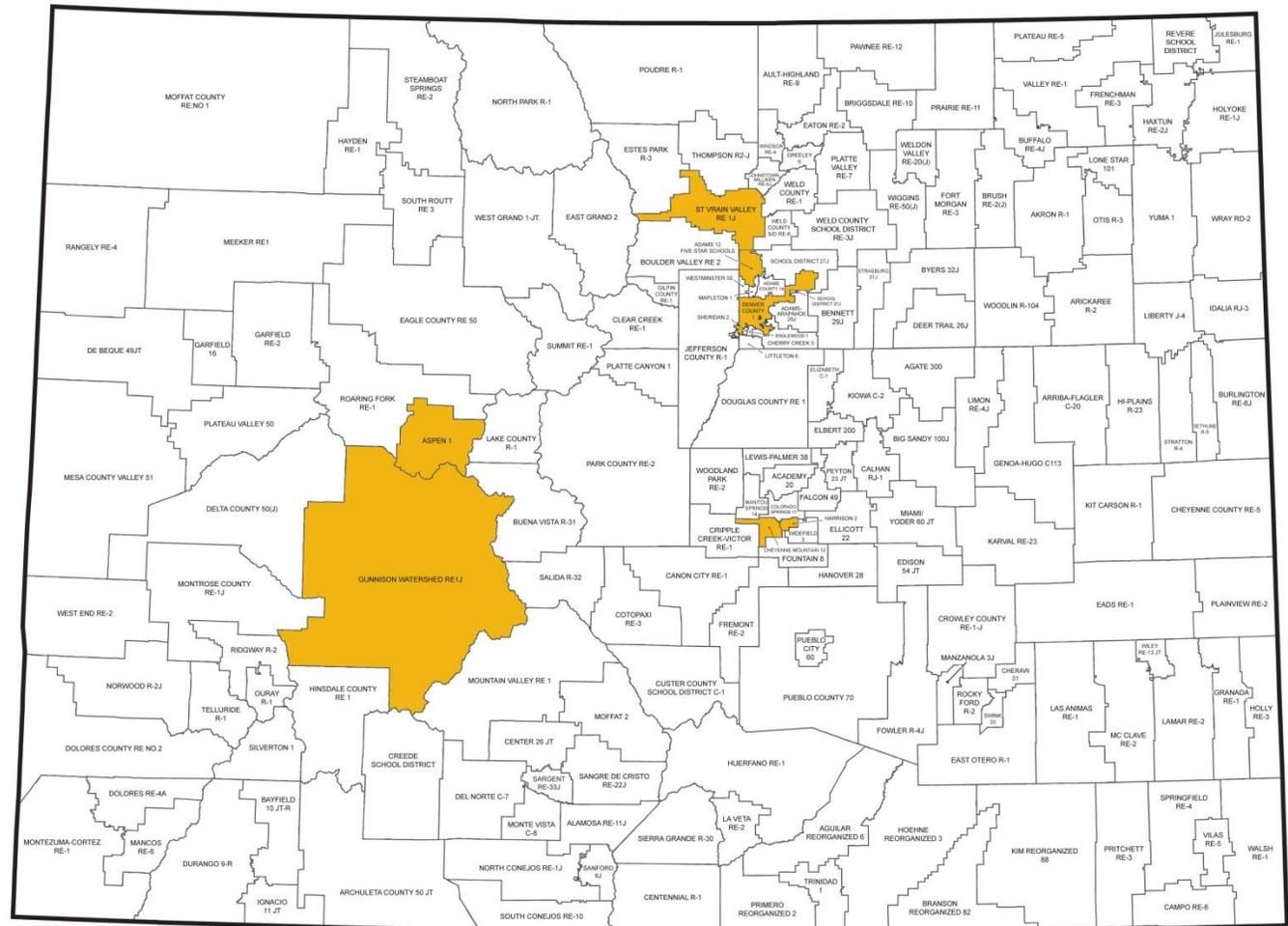
This unit was authored by a team of Colorado educators. The template provided one example of unit design that enabled teacher-authors to organize possible learning experiences, resources, differentiation, and assessments. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students.

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Colorado Teacher-Authored Sample Instructional Unit

Content Area	Comprehensive Health		Grade Level	High School
Course Name/Course Code				

Standard	Grade Level Expectations (GLE)	GLE Code
2. Physical and Personal Wellness	1. Analyze the benefits of a healthy diet and the consequences of an unhealthy diet	CH09-GR.HS-S.2-GLE.1
	2. Analyze how family, peers, media, culture, and technology influence healthy eating choices	CH09-GR.HS-S.2-GLE.2
	3. Demonstrate ways to take responsibility for healthy eating	CH09-GR.HS-S.2-GLE.3
	4. Use a decision-making process to make healthy decisions about relationships and sexual health	CH09-GR.HS-S.2-GLE.4
	5. Support others in making positive and healthful choices about sexual activity	CH09-GR.HS-S.2-GLE.5
	6. Develop and maintain the ongoing evaluation of factors that impact health, and modify lifestyle accordingly	CH09-GR.HS-S.2-GLE.6
3. Emotional and Social Wellness	1. Analyze the interrelationship of physical, mental, emotional, and social health	CH09-GR.HS-S.3-GLE.1
	2. Set goals, and monitor progress on attaining goals for future success	CH09-GR.HS-S.3-GLE.2
	3. Advocate to improve or maintain positive mental and emotional health for self and others	CH09-GR.HS-S.3-GLE.3
4. Prevention and Risk Management	1. Comprehend concepts that impact of individuals' use or nonuse of alcohol or other drugs	CH09-GR.HS-S.4-GLE.1
	2. Analyze the factors that influence a person's decision to use or not use alcohol, tobacco, and other drugs	CH09-GR.HS-S.4-GLE.2
	3. Develop interpersonal communication skills to refuse or avoid alcohol, tobacco, or other drugs	CH09-GR.HS-S.4-GLE.3
	4. Develop self-management skills to improving health by staying tobacco, alcohol, and drug-free	CH09-GR.HS-S.4-GLE.4
	5. Analyze the factors that influence community and societal beliefs that underlie violence, and describe relationships, attitudes, behavior, and vulnerability to violence	CH09-GR.HS-S.4-GLE.5
	6. Analyze the underlying causes of self-harming behavior, harming others and steps involved in seeking help	CH09-GR.HS-S.4-GLE.6
	7. Identify the emotional and physical consequences of violence, and find strategies to deal with, prevent, and report them	CH09-GR.HS-S.4-GLE.7
	8. Access valid information and resources that provide information about sexual assault and violence	CH09-GR.HS-S.4-GLE.8
	9. Demonstrate verbal and nonverbal communication skills and strategies to prevent violence	CH09-GR.HS-S.4-GLE.9
	10. Advocate for changes in the home, school, or community that would increase safety	CH09-GR.HS-S.4-GLE.10

Colorado 21ˢᵗ Century Skills
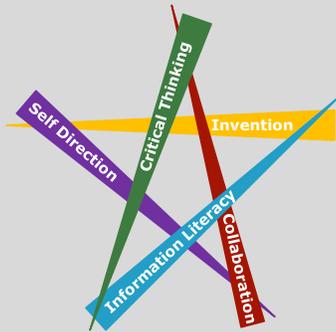
Critical Thinking and Reasoning: *Thinking Deeply, Thinking Differently*

Information Literacy: *Untangling the Web*

Collaboration: *Working Together, Learning Together*

Self-Direction: *Own Your Learning*

Invention: *Creating Solutions*

The Colorado Academic Standards for Health describes what learners should know and be able to do as they develop proficiency in health. The utilization of knowledge and skills to enhance physical, mental, emotional and social well-being will be supported in each unit through the standard areas of Physical and Personal Wellness, Emotional and Social Wellness and Prevention and Risk Management.

Physical

Social

Colorado's Comprehensive Health and Physical Education Standards

Mental and Emotional
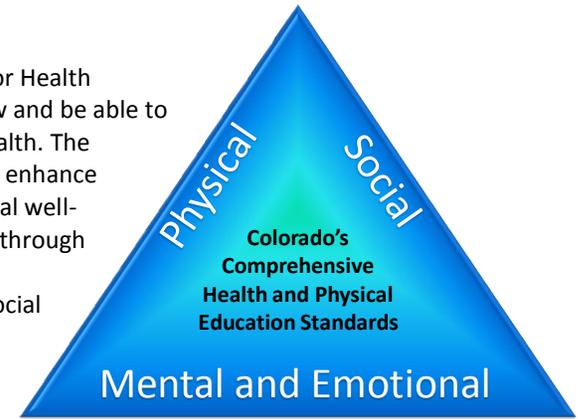
Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
It's All About Safety	1 weeks	5

Unit Title	It's All About Safety		Length of Unit	1 Week
Focusing Lens(es)	Personal and Community Responsibility	**Standards and Grade Level Expectations Addressed in this Unit**	CH09-GR.HS-S.2-GLE.6 CH09-GR.HS-S.4-GLE.9, CH09-GR.HS-S.4-GLE.10	
Inquiry Questions (Engaging-Debatable):	- What are pro-active and responsible practices that a person can do to prevent and treat medical conditions? (CH09-GR.HS-S.2.-GLE.6-EO.c-NH.1,2) - Why does risky behavior sometimes seem fun and what conditions are most likely to increase the risk of injury? (CH09-GR.HS-S.4.-GLE. 10-EO.a,b;IQ.2) - Would one need a doctor if he or she always maintained an active lifestyle? (CH09-GR.HS-S.2.-GLE.6-EO.a;IQ.1) - What could happen if everyone's' medical records were open for public viewing? (CH09-GR.HS-S.2.-GLE.6-EO.b;IQ.2)			
Unit Strands	Physical and Personal Wellness, Prevention and Risk Management			
Concepts	Consequences, Risky Behaviors, Technology, Peer Pressure, Decision-making, Support Systems, Resources, Advocacy, Responsibility, Wellness			

Generalizations My students will **Understand** that…	Guiding Questions Factual Conceptual	
An individual's health is a personal responsibility that requires accessing reliable (community) resources to achieve optimal wellness.(CH09-GR.HS-S.4-GLE.10-EO.c,d) and (CH09-GR.HS-S.2-GLE.6-EO.a,c)	What resources are available for teens to utilize for them to maintain optimal health?	How can you advocate for changes in yourself and community that will improve wellness?
Risky behaviors (e.g., using cell phones or texting while driving) can increase the likelihood of injury or other negative consequences. (CH09-GR.HS-S.4-LE.10-EO.a,b)	What are some situations or environments that can cause injury or negative consequences?	Do you think there should be tougher laws regarding cell phone use in vehicles?
Positive support systems lay the foundation for better decisions about peer relationships and negative peer pressure.(CH09-GR.HS-S.4-GLE.9-EO.a,c,d)	What are positive verbal and non-verbal strategies that can be used to avoid negative peer pressure and reduce the risk of conflict?(CH09-GR.HS-S.4-GLE.9-EO.b,c;RA.1)	How has negative peer pressure affected your relationships with friends and family at different times in your life?(CH09-GR.HS-S.4-GLE.9-EO.c,d;RA.3)
Medical advances and technology allow greater individual (and communal) advocacy for health, wellness, and disease prevention.(CH09-GR.HS-S.2-LE.6-EO.b,c)	What health screenings are recommended for teens, young adults and adults?	How have medical advances increased quality and quantity of life? How can teens use current technology as a resource in the prevention of disease and maintenance of health?

Critical Content: My students will **Know**…	Key Skills: My students will be able to **(Do)**…
• The role of personal responsibility in maintaining and enhancing personal, family, and community wellness. (CH09-GR.HS-S.2-GLE.6-EO.a) • The social and ethical implications of the availability and use of technology and medical advances to support wellness. (CH09-GR.HS-S.2-GLE.6-EO.b) • Health screenings, immunizations, and checkups are necessary to maintain a high level of health and wellness. (CH09-GR.HS-S.2-GLE.6-EO.c) • Situations and environments that could lead to unsafe risks that causes injury. (CH09-GR.HS-S.4-GLE.10-EO.a) • Strategies for reducing the risks of injury from using cell phones and texting while biking and driving motor vehicles. (CH09-GR.HS-S.4-GLE.10-EO.b) • The risks of alcohol and other drug use when biking, driving or riding in a car. (CH09-GR.HS-S.4-GLE.10-EO.c) • Necessary changes at home , in school, or in the community that would increase safety (CH09-GR.HS-S.4-GLE.10-EO.d)	• Analyze the role of personal responsibility in maintaining and enhancing personal, family, and community wellness. (CH09-GR.HS-S.2-GLE.6-EO.a) • Debate the social and ethical implications of the availability and use of technology and medical advances to support wellness. (CH09-GR.HS-S.2-GLE.6-EO.b) • Explain the important health screenings, immunizations, and checkups, including screenings, and examinations that are necessary to maintain. (CH09-GR.HS-S.2-GLE.6-EO.c) • Determine the situations and environments that could lead to unsafe risks that cause injury. (CH09-GR.HS-S.4-GLE.10-EO.a) • Explain the ways to reduce the risks of injury from cell phone use and texting while biking and driving motor vehicles. (CH09-GR.HS-S.4-GLE.10-EO.b) • Advocate eliminating risks of alcohol and other drug use when biking, driving or riding in a car. (CH09-GR.HS-S.4-GLE.10-EO.c) • Advocate for changes at home , in school, or in the community that would increase safety (CH09-GR.HS-S.4-GLE.10-EO.d)

Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *"Mark Twain exposes the hypocrisy of slavery through the use of satire."*	
A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):	*Professional and trusted resources can be accessed to support individual safety and advocate for personal and community preventative health.*
Academic Vocabulary:	Advocate, Eliminate, Support System, Decision-making, Analyze, Technology, Consequences, Risky Behaviors, Peer Pressure, Resources, Responsibility
Technical Vocabulary:	Medical Advances, Community and Personal Wellness, Screenings, Immunizations

Unit Description:	This unit allows students an opportunity to develop an awareness of personal responsibility and its impact on personal, family and community wellness. Students will focus on becoming self-advocates by examining preventative medical advances and technology. In addition they will analyze risky behaviors, potential consequences, and apply decision making skills to various situations. The unit culminates with a performance assessment that requires students to design a wireframe application advocating for health, wellness and disease prevention.
Considerations:	High School students may have varied knowledge and experiences with medical technology and advances. Therefore, the teacher needs to be sensitive to these experiences as well as a student's family history, pre-existing conditions and/or exposure to the death of a significant other. Finally, because of religious, personal or family reasons, some students may not have had immunizations or believe in medical intervention.
**Unit Generalizations**
Key Generalization:	Medical advances and technology allow greater individual (and communal) advocacy for health, wellness, and disease prevention.
Supporting Generalizations:	An individual's health is a personal responsibility that requires accessing reliable (community) resources to achieve optimal wellness.
	Risky behaviors (e.g. using cell phones or texting while driving) can increase the likelihood of injury or other negative consequences.
	Positive support systems lay the foundation for better relationships and negative peer pressures.

**Performance Assessment:** *The capstone/summative assessment for this unit.*
Claims: (Key generalization(s) to be mastered and demonstrated through the capstone assessment.)	Medical advances and technology allow greater individual (and communal) advocacy for health, wellness, and disease prevention.
Stimulus Material: (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)	As an entrepreneur, you and a small group of peers will advocate for health, wellness and disease prevention, by pitching an app design to the Shark Tank panel (e.g. peers, DECA members, students, teachers, administration, community business leaders) in the form of a wireframe or digital format. https://www.ohio.edu/compass/stories/13-14/2/upload/Shark-Tank-Proposal-Guidelines-Final-2-2.pdf (Shark Tank pitch guidelines)

Product/Evidence:
(Expected product from students)
	1. Students will design an application in the form of a wireframe diagram demonstrating the flow of their application.
	    a. A targeted risky behavior
	    b. Evaluation of the impact (e.g. personal, family. community)
	    c. The wireframe will include:
	    d. Support systems (e.g. family, nurse, friends)
	    e. Compilation of multiple resources
	2. Students will create a "Shark Tank" pitch proposal that demonstrates an understanding of personal responsibility and advocacy for health, wellness and disease prevention.
	3. Students will present their proposal to the Shark Tank panel
	
	This assessment will necessitate the creation of a rubric with a set of criteria to determine the degree to which a student's performance meets the expectations of the summative/capstone assessment. Here is an overview of the steps in developing a performance assessment rubric.

Differentiation: (Multiple modes for student expression)	Students may: • Reduce the project to just one section of app design. • Record on a PowerPoint and/or other type of digital formatting

	• Present 1:1 with a teacher in lieu of a group of students. • Work independently • Use a pre designed template for completion of the wireframe.

Texts for independent reading or for class read aloud to support the content	
Informational/Non-Fiction	**Fiction**
Risky Behaviors Among Youths by Jonathan Gruber (940-1210 Lexile range) *Grow Up! : How Taking Responsibility Can Make You a Happy Adult - 98 edition* by Frank Pittman (940-1210 Lexile range) *Distracted Driving* Toney Allman (940-1210 Lexile range) *Mending the Soul Student Edition: Understanding and Healing Abuse* by Steven R. Tracy and Celestia G Tracy (905-1195 Lexile range) *The Teenage Body Book* by Kathy McCoy and Charles Wibblesman (940-1210 Lexile range)	*No Easy Answers: Short Stories about Teenagers Making Tough Choices* by Donald Gallo (790 Lexile level) *Head Case* by Sarah Aronson (490 Lexile level) *Return to Paradise* by Simone Elkeles (670 Lexile level) *A Deadly Wandering: A Tale of Tragedy and Redemption in the Age of Attention* by Matt Richtel (940-1210 Lexile range) *The Fault in Our Stars* by John Green (850 Lexile level)

Ongoing Discipline-Specific Learning Experiences				
	Description:	Think/work like an entrepreneur creating technology to advocate for health, wellness and disease prevention.	Teacher Resources:	https://www.youtube.com/watch?v=kr7bqnrlLvA (Example of *Shark Tank's* best 5 App presentations) https://www.teacherspayteachers.com/Product/Shark-Tank-Persuasive-Project-Complete-unit-with-rubrics-1682740 (Complete unit with presentation guidelines, rubrics, step by step instruction-$FEE, Teachers pay Teachers)
			Student Resources:	https://www.youtube.com/watch?v=kr7bqnrlLvA (Example of *Shark Tank's* best 5 App presentations)
	Skills:	Advocate for changes at home, in school, or in the community that would increase safety. Debate the social and ethical implications of the availability and use of technology and medical advances to support wellness. Advocate eliminating risks of alcohol and other drug use when biking, drive or riding in a car.	Assessment:	Students will watch a daily video clip (see teacher resources) and respond to an inquiry question (e.g. bell ringer, essential question) expanding on how their shark tank proposal can help advocate for health, wellness and disease prevention.
	Description:	Think/work like an entrepreneur	Teacher	http://cdn.tristro.net/catalog/865/full/T-1171_L.jpg (Web chart example)

		encouraging individuals to connect their behavior and its impact on personal, family and community wellness.	Resources:	
			Student Resources:	http://cdn.tristro.net/catalog/865/full/T-1171_L.jpg (Web chart example)
	Skills:	Analyzing the role of personal responsibility in maintaining and enhancing personal, family, and community wellness.	Assessment:	Students will place a daily exit slip on a classroom web wall connecting a health related behavior to its impact on personal, family and community wellness.

Prior Knowledge and Experiences

These ongoing learning experiences build upon a presumed student working knowledge of decision making, personal responsibility, and advocacy skills. However, it is understood that not all students have had the same personal and family experiences. The unit will build from these concepts to develop and improve skills and knowledge around injury and wellness prevention as it relates to personal, family and community wellness.

Learning Experience # 1	
Task Description: *The teacher may… so that students can…*	The teacher may show a shark tank video clip and provide discussion questions (e.g. How would an app protocol for distracted drivers impact the community?) so students can analyze how their decisions impact personal, family and community wellness.
Generalization Connection(s):	Medical advances and technology allow greater individual (and communal) advocacy for health, wellness, and disease prevention.
Teacher Resources:	http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/Oral.pdf (Think, Pair, Share instructions) https://www.youtube.com/watch?v=kr7bqnrlLvA (Example of *Shark Tank's* best 5 App presentations)
Student Resources:	https://www.youtube.com/watch?v=kr7bqnrlLvA (Example of *Shark Tank's* best 5 App presentations) http://plans.randomactsofkindness.org/examples/rak_lesson_plan_graffiti_wall_i1.jpg (Sample of Web Wall format) http://www.alisoneducates.com/uploads/1/3/9/4/13943680/6310714_orig.jpg (Complex Sample of Web Wall Format)
Assessment:	Students will participate in a think/pair/share, choosing a health behavior (e.g. texting and driving, drinking and driving) and connect the impact it may have on personal, family and community wellness. Student groups will share out their answers with peers.

Differentiation:	Access (Resources and/or Process)	Expression (Products and/or Performance)
(Multiple means for students to access content and multiple modes for students to express understanding.)	The teacher may: • Read text to students • Provide notes after session so students may check their work or complete any missing information • Pre-teach academic vocabulary • Allow use of computer or smart phone to access online dictionary • Provide picture-rich background materials to link vocabulary to prior knowledge or experience • Provide visual organizers • Provide graphic organizers	Students may: • Pre complete or partially complete graphic organizer • Reduce quantity of artifacts submitted • Verbally report out on their reflection verbally or in a recording device • Type on Word Processor • Use speech to Text Programs
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	N/A
Critical Content:	• The role of personal responsibility in maintaining and enhancing personal, family, and community wellness.	
Key Skills:	• Analyze the role of personal responsibility in maintaining and enhancing personal, family, and community wellness.	
Critical Language:	Analyze, Responsibility, Community and Personal Wellness, Medical Advances, Decision Making , Shark Tank, Wireframe, App, Web wall	

Learning Experience # 2	
Task Description: *The teacher may… so that students can…*	The teacher may review examples of risky behaviors (e.g. texting while driving, drinking while riding) so students can differentiate between the positive and negative choices in their own lives.
Generalization Connection(s):	Risky behaviors (e.g., using cell phones or texting while driving) can increase the likelihood of injury or other negative consequences. Positive support systems lay the foundation for better decisions about peer relationships and negative peer pressure.
Teacher Resources:	http://www2.ku.edu/~onlineacademy/academymodules/a303/lesson/lesson_2/xmedia/decisiontree.gif (Decision-making tree template) http://figures.boundless.com/30115/full/3203572717_b5a1c2e6c0_o.png (Decision-making tree example) http://www.cdc.gov/parents/teens/risk_behaviors.html (Center for Disease Control Teenage Risk Factors) http://www.momjunction.com/articles/risky-teen-behaviors_00121044/ (5 Risk Factors for Teens by Mom Junction)
Student Resources:	http://www2.ku.edu/~onlineacademy/academymodules/a303/lesson/lesson_2/xmedia/decisiontree.gif (Decision-making tree

	template) http://www.cdc.gov/parents/teens/risk_behaviors.html (List and resources of teen risky behaviors) http://www.kidshelp.com.au/teens/get-info/hot-topics/risky-behaviours.php (Risky behaviors, decisions, and impacts) http://www.cdc.gov/parents/teens/risk_behaviors.html (Center for Disease Control Teenage Risk Factors) https://www.google.com/search?q=Decision+making+tree&biw=1093&bih=514&tbm=isch&tbo=u&source=univ&sa=X&ved=0CCMQ sARqFQoTCLbYwaykzMcCFUnUgAodf0wJtw (Images of Decision making trees)	
Assessment:	The students will create a decision making tree to analyze personal choices around risky behaviors and the potential of negative consequences.	
Differentiation: (Multiple means for students to access content and multiple modes for students to express understanding.)	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	The teacher may: • Read text to students • Provide notes after session so students may check their work or complete any missing information • Pre-teach academic vocabulary • Allow use of computer or smart phone to access online dictionary • Provide picture-rich background materials to link vocabulary to prior knowledge or experience • Provide visual organizers • Provide graphic organizers	Students may: • Pre complete or partially complete graphic organizer • Reduce quantity of artifacts submitted • Verbally report out on their reflection verbally or in a recording device • Type on Word Processor • Use speech to Text Programs • Use graphic organizer
Extensions for depth and complexity:	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	The teacher may provide a survey template as an example.	Students may create a survey for the school community regarding risky behaviors to analyze and report results back to the class.
Critical Content:	• Situations and environments that could lead to unsafe risks that causes injury. • Strategies for reducing the risks of injury from using cell phones and texting while biking and driving motor vehicles. • The risks of alcohol and other drug use when biking, driving or riding in a car.	
Key Skills:	• Determine the situations and environments that could lead to unsafe risks that cause injury. • Explain ways to reduce the risk of injury from cell phone use and texting while biking and driving motor vehicles. • Advocate eliminating risks of alcohol and other drug use when biking, driving or riding in car.	
Critical Language:	Support System, Decision-making, Analyze, Consequences, Risky Behaviors, Responsibility, Peer Pressure	

Learning Experience # 3	
Task Description: *The teacher may… so that students can…*	The teacher may pose the question "What are proactive and responsible practices that a person can do to prevent injury and/or treat medical conditions?" so students can connect how screenings and immunizations impact their lives.
Generalization Connection(s):	Medical advances and technology allow greater individual (and communal) advocacy for health, wellness, and disease prevention. individual's health is a personal responsibility that requires accessing reliable (community) resources to achieve optimal wellness
Teacher Resources:	https://www.youtube.com/watch?v=tWXbrWpwpSw (How to create newsletter video) https://support.office.com/en-za/article/Create-a-newsletter-using-Publisher-a551d55e-3078-4707-8a93-02930907d7d8?ui=en-US&rs=en-ZA&ad=ZA (How to create a newsletter step by step)
Student Resources:	https://www.youtube.com/watch?v=tWXbrWpwpSw (How to create newsletter video) https://support.office.com/en-za/article/Create-a-newsletter-using-Publisher-a551d55e-3078-4707-8a93-02930907d7d8?ui=en-US&rs=en-ZA&ad=ZA (How to create a newsletter step by step)
Assessment:	Students will create a newsletter outlining best practices for reducing risky behaviors and advocating for personal responsibility in preventative wellness. (e.g. electronic or paper)

Differentiation: (Multiple means for students to access content and multiple modes for students to express understanding.)	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	The teacher may: • Read text to students • Provide notes after session so students may check their work or complete any missing information • Pre-teach academic vocabulary. • Allow use of computer or smart phone to access online dictionary • Provide picture-rich background materials to link vocabulary to prior knowledge or experience • Provide visual organizers • Provide graphic organizers	Students may: • Pre complete or partially complete graphic organizer • Reduce quantity of artifacts submitted • Verbally report out on their reflection verbally or in a recording device • Type on Word Processor • Speech to Text Programs • Use graphic organizer

Extensions for depth and complexity:	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	The teacher may provide reliable & relevant web pages.	Students may research acute and preventative medical conditions to construct a resource wall for fellow classmates.

Critical Content:	• Health screenings, immunizations, and checkups are necessary to maintain a high level of health and wellness. • Necessary changes at home, in school, or in the community that would increase safety.

Key Skills:	• Explain the important health screening, immunization and checkups, including screenings, and examinations that are necessary to maintain a high level of health and wellness. • Advocate for changes at home, in school, or in the community that would increase safety.
Critical Language:	Advocate, Eliminate, Resources, Screenings, Immunizations, Community and Personal Wellness

Learning Experience # 4	
Task Description: *The teacher may… so that students can…*	The teacher may provide a guest speaker (e.g. doctor, nurse, school nurse, community health center person or other medical personnel) so students can connect personal responsibility in accessing community health resources to its impact on one's health
Generalization Connection(s):	An individual's health is a personal responsibility that requires accessing reliable (community) resources to achieve optimal wellness. Positive support systems lay the foundation for better decisions about peer relationships and negative peer pressure.
Teacher Resources:	http://image.slidesharecdn.com/1-140314134627-phpapp02/95/1-literacy-in-art-craft-and-design-pdst-2013-37-638.jpg?cb=1394814514 (Worksheet for reflection of presentation of guest speaker) https://docs.google.com/viewer?a=v&pid=sites&srcid=ZGVmYXVsdGRvbWFpbnxjZGVoZWFzYWZldHl8Z3g6YzMxMTdkNDk2MGYyNzBm (Pdf sample of guest speak report) http://www.cdc.gov/ (Training and education, find guest speakers, resources)
Student Resources:	http://image.slidesharecdn.com/1-140314134627-phpapp02/95/1-literacy-in-art-craft-and-design-pdst-2013-37-638.jpg?cb=1394814514 (Worksheet for reflection of presentation of guest speaker) https://docs.google.com/viewer?a=v&pid=sites&srcid=ZGVmYXVsdGRvbWFpbnxjZGVoZWFzYWZldHl8Z3g6YzMxMTdkNDk2MGYyNzBm (Pdf sample of guest speak report) https://www.google.com/search?q=Contact+log&biw=1024&bih=750&tbm=isch&tbo=u&source=univ&sa=X&ved=0CB0QsARqFQoTCPvNnNLVxMcCFckYkgodyRoJ7Q#tbm=isch&q=printable+contact+log (Resource contact log)
Assessment:	Students will reflect on the role of personal responsibility in accessing community health resources for preventative health by creating a contact log resources that may be used for their own health and wellness.

Differentiation:	Access (Resources and/or Process)	Expression (Products and/or Performance)
(Multiple means for students to access content and multiple modes for students to express understanding.)	The teacher may: • Read text to students • Provide notes after session so students may check • their work or complete any missing information • Pre-teach academic vocabulary • Allow use of computer or smart phone to access online dictionary • Provide picture-rich background materials to link vocabulary to prior knowledge or experience • Provide visual organizers • Provide graphic organizers	Students may: • Pre complete or partially complete graphic organizer • Reduce quantity of artifacts submitted • Verbally report out on their reflection verbally or in a recording device • Type on Word Processor • Use speech to Text Programs • Use a graphic organizer
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	N/A
Critical Content:	• The role of personal responsibility in maintaining and enhancing personal, family, and community wellness. • Health screenings, immunizations, and checkups are necessary to maintain a high level of health wellness.	
Key Skills:	• Analyze the role of personal responsibility in maintaining and enhancing personal, family, and community wellness. • Explain the important health screenings, immunizations, and checkups including screenings, and examinations that are necessary to maintain.	
Critical Language:	Decision-making, Resources, Responsibility, Community and Personal Wellness, Screenings, Immunizations	

Learning Experience # 5	
Task Description: *The teacher may… so that students can…*	The teacher may provide examples of medical advances and treatments (e.g. blood transfusions, organ transplants, autopsies, euthanasia) so students can analyze the social and ethical implications of available medical advances and technology.
Generalization Connection(s):	Medical advances and technology allow greater individual (and communal) advocacy for health, wellness, and disease prevention. An individual's health is a personal responsibility that requires accessing reliable (community) resources to achieve optimal wellness.
Teacher Resources:	http://www.greececsd.org/district.cfm?subpage=497. (Socratic Seminar reflection question and rubrics) https://www.youtube.com/watch?v=RBjZ-4MK1WE (Short video about the Socratic Seminar. Teacher articulates the methods and benefits of this approach.) https://www.youtube.com/watch?v=Cxd__jjZI8o (Socratic seminar demonstration)

	http://akorra.com/2011/07/03/top-10-highly-controversial-medical-issues/ (Highly controversial medical advances and treatments)
Student Resources:	http://www.greececsd.org/district.cfm?subpage=497. (Socratic Seminar reflection question and rubrics) https://www.youtube.com/watch?v=RBjZ-4MK1WE (Short video about the Socratic Seminar. Teacher articulates the methods and benefits of this approach.) https://www.youtube.com/watch?v=Cxd__jjZI8o (Socratic seminar demonstration) http://akorra.com/2011/07/03/top-10-highly-controversial-medical-issues/ (Highly controversial medical advances and treatments)
Assessment:	Students will synthesize the social and ethical implications of medical advances, treatments and technology in the form of a Socratic seminar reflection question.

Differentiation: (Multiple means for students to access content and multiple modes for students to express understanding.)	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	The teacher may: • Read text to students • Provide notes after session so students may check their work or complete any missing information • Pre-teach academic vocabulary • Allow use of computer or smart phone to access online dictionary • Provide picture-rich background materials to link vocabulary to prior knowledge or experience • Provide visual organizers • Provide graphic organizers	Students may: • Pre complete or partially complete graphic organizer • Reduce quantity of artifacts submitted • Verbally report out on their reflection verbally or in recording device • Type on Word Processor • Use speech to Text Programs
Extensions for depth and complexity:	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	N/A	Students may formulate a campaign design for their Socratic seminar debate topic.
Critical Content:	The social and ethical implications of the availability and use of technology and medical advances to support wellness.	
Key Skills:	Debate the social and ethical implications of the availability and use of technology and medical advances to support wellness.	
Critical Language:	Advocate, Technology, Technology, Debate, Medical Advances, Socratic Seminar	

Learning Experience # 6	
Task Description: *The teacher may… so that students can…*	The teacher may provide a sample wireframe so students can discover how technology can be used to advocate for health, wellness, and disease prevention.
Generalization Connection(s):	Medical advances and technology allow greater individual (and communal) advocacy for health, wellness, and disease prevention. An individual's health is a personal responsibility that requires accessing reliable (community) resources to achieve optimal wellness Risky behaviors (e.g., using cell phones or texting while driving) can increase the likelihood of injury or other negative consequences. Positive support systems lay the foundation for better decisions about peer relationships and negative peer pressure.
Teacher Resources:	https://www.youtube.com/watch?v=T0vt3nLZKks (What is a wireframe video) http://www.uml.org.cn/jmshj/images/printable_wireframes_7.jpg (Blank Template for Cell Phone Sketch) https://mellowart307.files.wordpress.com/2014/09/imag5060.jpg (Example of how a wireframe draft would appear) http://designmodo.com/web-mobile-wireframe-sketches/ (24 Professional Examples of Mobile Wireframes) http://tfa.stanford.edu/sp2011/ex_wireframes/sketch-sample1.jpeg (Basic Sketchpad Layout of Wireframe)
Student Resources:	https://www.youtube.com/watch?v=T0vt3nLZKks (What is a wireframe video) http://www.uml.org.cn/jmshj/images/printable_wireframes_7.jpg (Blank Template for Cell Phone Sketch) https://mellowart307.files.wordpress.com/2014/09/imag5060.jpg (Example of how a wireframe draft would appear) http://designmodo.com/web-mobile-wireframe-sketches/ (24 Professional Examples of Mobile Wireframes) http://tfa.stanford.edu/sp2011/ex_wireframes/sketch-sample1.jpeg (Basic Sketchpad Layout of Wireframe)
Assessment:	Students will create a wireframe diagram that advocates for positive health and demonstrates the flow of their wellness application.

Differentiation: (Multiple means for students to access content and multiple modes for students to express understanding.)	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	The teacher may: • Read text to students • Provide notes after session so students may check their work or complete any missing information • Pre-teach academic vocabulary • Allow use of computer or smart phone to access online dictionary • Provide picture-rich background materials to link vocabulary to prior knowledge or experience • Provide visual organizers • Provide graphic organizers	Students may: • Pre complete or partially complete graphic organizer • Reduce quantity of artifacts submitted • Verbally report out on their reflection verbally or in a recording device • Type on Word Processor • Use speech to Text Programs • Use graphic organizers

Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may provide mathematical resources compiled from school math teacher.	Students may investigate online tools for wireframe/blueprint design that integrates dimensions and mathematical formula for completing product prototype.
Critical Content:	• Necessary changes at home, in school, or in the community that would increase safety.	
Key Skills:	• Advocate for changes at home, in school, or in the community that would increase safety.	
Critical Language:	Advocate, Technology, Resources, Community and Personal Wellness	

Learning Experience # 7	
Task Description: *The teacher may… so that students can…*	The teacher may provide a persuasive speech guideline (e.g. shark tank pitch guideline, persuasive speech guidelines, script template) so students can consider various components needed in pitch designs that will advocate for health, wellness and disease prevention application.
Generalization Connection(s):	Medical advances and technology allow greater individual (and communal) advocacy for health, wellness, and disease prevention. An individual's health is a personal responsibility that requires accessing reliable (community) resources to achieve optimal wellness
Teacher Resources:	http://www.gallup.unm.edu/pdf/shark-tank.pdf (Presentation guideline and rubric) https://www.teacherspayteachers.com/Product/Shark-Tank-Persuasive-Project-Complete-unit-with-rubrics-1682740 (Complete unit with presentation guidelines, rubrics, step by step instruction-$FEE, Teachers pay Teachers) https://www.ohio.edu/compass/stories/13-14/2/upload/Shark-Tank-Proposal-Guidelines-Final-2-2.pdf (Shark tank pitch guidelines)
Student Resources:	https://www.ohio.edu/compass/stories/13-14/2/upload/Shark-Tank-Proposal-Guidelines-Final-2-2.pdf (Shark tank pitch guidelines) http://www.gallup.unm.edu/pdf/shark-tank.pdf (Presentation guideline and rubric) https://www.eduplace.com/graphicorganizer/pdf/stepchart_eng.pdf (Step by step graphic organizer)
Assessment:	Students will use a graphic organizer to construct a shark tank pitch rough draft to advocate for a health, wellness and disease prevention application.

Differentiation:	Access (Resources and/or Process)	Expression (Products and/or Performance)
(Multiple means for students to access content and multiple modes for students to express understanding.)	The teacher may: • Read text to students • Provide notes after session so students may check their work or complete any missing information • Pre-teach academic vocabulary • Allow use of computer or smart phone to access online dictionary • Provide picture-rich background materials to link vocabulary to prior knowledge or experience • Provide visual organizers • Provide graphic organizers	Students may: • Pre complete or partially complete graphic organizer • Reduce quantity of artifacts submitted • Verbally report out on their reflection verbally or in a recording device • Type on Word Processor • Use speech to Text Programs • Use graphic organizers
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	N/A
Critical Content:	• Necessary changes at home, in school, or in the community that would increase safety.	
Key Skills:	• Advocate for changes at home, in school, or in the community that would increase safety.	
Critical Language:	Advocate, Technology, Resources, Community and Personal Wellness, Persuasive Speech, Pitch	

Learning Experience # 8	
Task Description: *The teacher may… so that students can…*	The teacher may provide a rubric and grading guideline so students can evaluate necessary elements to be included in a pitch.
Generalization Connection(s):	Medical advances and technology allow greater individual (and communal) advocacy for health, wellness, and disease prevention. An individual's health is a personal responsibility that requires accessing reliable (community) resources to achieve optimal wellness Positive support systems lay the foundation for better decisions about peer relationships and negative peer pressure.
Teacher Resources:	http://www.gallup.unm.edu/pdf/shark-tank.pdf (Presentation guideline and rubric) https://www.teacherspayteachers.com/Product/Shark-Tank-Persuasive-Project-Complete-unit-with-rubrics-1682740 (Complete unit with presentation guidelines, rubrics, step by step instruction-$FEE, Teachers pay Teachers)
Student Resources:	http://www.gallup.unm.edu/pdf/shark-tank.pdf (Presentation guideline and rubric)
Assessment:	Students will critique another group's performance, complete a peer review, and revise the presentation for the final performance assessment.

Differentiation:	Access (Resources and/or Process)	Expression (Products and/or Performance)
(Multiple means for students to access content and multiple modes for students to express understanding.)	The teacher may: • Read text to students • Provide notes after session so students may check their work or complete any missing information • Pre-teach academic vocabulary • Allow use of computer or smart phone to access online dictionary • Provide picture-rich background materials to link vocabulary to prior knowledge or experience • Provide visual organizers • Provide graphic organizers	Students may: • Pre complete or partially complete graphic organizer • Reduce quantity of artifacts submitted • Verbally report out on their reflection verbally or in a recording device • Type on Word Processor • Use speech to Text Programs • Use a graphic organizers
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may schedule a technology personnel to speak on how to create a real-life prototype of their application.	Students may use their wireframe design to create a real-life prototype of their application.
Critical Content:	• Necessary changes at home, in school, or in the community that would increase safety.	
Key Skills:	• Advocate for changes at home, in school, or in the community that would increase safety.	
Critical Language:	Advocate, Technology, Community and Personal Wellness, Peer Review	