

Jay Curriculum: Unit Cover Page

Unit title: Environmental & Community Health

Grade Level: 10

Content Area(s): Health

Date Created:

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Year 1 Map & Template Development

- Map/Matrix Completed
- Material & Resources Listed
- Draft Design Template Completed
- Initial Draft Template Document

Year 2 Piloting

- Develop:
- Performance Tasks
- Other Assessments
- Scoring Rubrics
- Piloted

Year 3 Review & Complete Assessment

- Performance Tasks Development
- Other Assessments Completed
- Scoring Rubrics Completed
- Reviewed/Revised Templates

Year 4

- Full Implementation
- Benchmarks Established

Standard(s)/Performance Indicators:

- A5 Analyze how the environment relates to personal and community health
- A7 Analyze how the prevention and control of health problems are influenced by research and medical advances
- B1 Provide evidence to support the validity of health information, products and services
- B3 Access school and community health
- B4 Analyze various health problems and identify those that require professional health care services
- C1 Analyze the extent to which individual are responsible for enhances health and safety in the community and the work place.
- C2 Demonstrate strategies to avoid, change, and report unsafe situation
- D3 Evaluate the impact of technology on personal, family and community health.
- D4 Analyze how the family, peers and community influences the health of individuals
- E3 Analyze the possible causes of conflict in schools, families, and community.

Unit: Environmental & Community Health

Brief Summary of Unit/Topic

Summary:

Stage #1: Identify Desired Results

Essential Question/s:

General understanding/s (What is worth being familiar with?)

Students will know:

- The environment affects people
- Know how to develop transport systems
- How people affect the environment
- Identify various health care providers and facilities
- The impact of industry on environment and its citizens
- Differentiate between organic and non organic farming
- Know alternative energy sources
- Community needs for health-care services
- Community and Health problems caused by specific industry, transportation, and power
- Educational facilities and how they affect community health.

Students will be able to:

Enduring Understanding/s:

Stage #2: Evidence

What evidence will students have to provide in order to demonstrate that they have developed the skills, knowledge and understanding to successfully complete this unit?

Performance Tasks/Products/other assessments Performance tasks should have a <u>scoring guide</u> .	<i>Performance Indicators</i> for this task.* Example: ELA: C- 1,2,3 Science: B- 3,5,7 SS His: H- 2	<u>Modalities</u> K =Kinesthetic O =oral V =visual W =written	Are <u>examples</u> available to students? ? Y, N, or N/A	Component of Local Assessment System? Y or N (See <u>aligned scoring guide</u> .)

*Abbreviate: English Language Arts= ELA, Career Preparation=CP, Modern and Classical Languages=MCL, Social Studies=SS, Visual and Performing Arts=VPA

Stage #3: Plan learning experiences & instruction

What teaching & learning experiences may equip students to develop & demonstrate the targeted understanding(s)? (activities/plans):

REFERENCES: