

Delaware Model Unit Gallery Template: Health Education

This unit has been created as an exemplary model for teachers in (re)design of course curricula. An exemplary model unit has undergone a rigorous peer review and jurying process to ensure alignment to selected Delaware Content Standards.

Unit Title: Talking Trash

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District: NCCVT

Grade Cluster: 9-12

Time Frame: 4 Lessons

Summary of Unit

Students will learn the skill of analyzing influences as it relates to community and environmental health. They will become aware of available community health resources and how that will influence their decisions with respect to community and environmental health.

Stage 1 – Desired Results

(What students will know, be able to do and understand)

Delaware Health Education Standards

- 1. Students will understand essential health concepts in order to transfer knowledge into actions for life. Specify core concepts to be addressed:
Community & Environmental Health
- 2. Students will analyze the influence of family, peers, culture media, technology and other factors on health behavior. *
- 3. Students will demonstrate the ability to access information, products and services to enhance health.*
- 4. Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- 5. Students will demonstrate the ability to use decision-making skills to enhance health.
- 6. Students will demonstrate the ability to use goal-setting skills to enhance health.
- 7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
- 8. Students will demonstrate the ability to advocate for personal, family and community health.
* Includes technology integration

Big Idea: Health is Personal Power

Unit Enduring Understanding(s)

- Full-sentence, important statements or generalizations that specify what students should understand from the Big Ideas(s) and/or Content Standards and that are transferable to new situations.
- The environment is shaped by people's choices, one person at a time.
- Personal health is influenced by community and environmental factors.

Essential Questions

- What is Health?
- What prevents people from practicing healthy behavior?

Unit Essential Questions(s)

- Open-ended questions designed to guide student inquiry and learning.
- Is what we do with natural resources affecting the health of the world?
- Can one person make a difference?

Knowledge and Skills

- Needed to meet Content Standards addressed in Stage 3 and assessed in Stage 2

Students will know...

- The variety of health resources available.
- The different health agencies and caregiver facilities that exist.
- The common recycling items.
- The meaning of conservation.

- The different kinds of water use.
- The meaning of renewable and nonrenewable natural resources.

Students will be able to...

- Access health and environmental resources and the populations they serve.
- Demonstrate the steps for recycling household items.
- Compare and contrast renewable and nonrenewable natural resources.

Stage 2 – Assessment Evidence

(Evidence that will be collected to determine whether or not Desired Results are achieved)

Suggested Unit Transfer Task(s)

An effective transfer task for ALL students should be designed to include:

- Complex, real-world, authentic applications
- Demonstration of high-level thinking with one or more facets of understanding (e.g., explain, interpret, apply, empathize, have perspective, self-knowledge)

The State of Delaware does not have a mandatory recycling program in place. The state has hired you to create its first promotions for recycling. You will be taking your campaign to the people of Delaware: homeowners, schools, businesses, etc. The content must include the rationale for recycling (protecting the health of the people in the state) and ideas for convenient ways for people to recycle. Incorporate the health agencies in communities into your presentation and materials that will help citizens begin recycling.

Rubric(s)

- Scoring guide to evaluate transfer tasks used as evidence of student proficiency

An effective scoring guide should:

- Measure what is appropriate for the Content Standard that is assessed.
 - Provide opportunities for differentiation of the transfer tasks used as evidence of student proficiency.
4. Student work shows highly effective methods of protecting the health of the people in the state along with creative and persuasive ideas for recycling. The student provides comprehensive evidence in the use of local agencies as resources in this recycling campaign. The student provides illuminating and revealing techniques for dispersing the information to the public.
 3. Student work shows plausible methods for protecting the health of the people in this state. The student shows a substantial understanding of various ideas for recycling. Utilization of local agencies as resources in this recycling campaign show general effectiveness. The student demonstrates a clear understanding of the audience in the method of dispersing the campaign information.
 2. Student work shows evidence of a reasonable rationale for protecting the public health. The ideas for recycling are somewhat effective. The use of local agencies lacks clarity and purpose. The techniques of dispersing the information to the public are not effective.
 1. Student work shows little understanding of how recycling may protect the public health. The methods for recycling are unclear. There is little or no reference to the benefit of local agencies. The process for informing the public is nonexistent.

Other Evidence

- Performance Assessment(s) for student understanding of the Stage 1 elements (Enduring Understandings, Essential Questions, Big Ideas) found in the Content Standards
 - Varied evidence that checks for understanding (e.g., tests, quizzes, prompts, student work samples, observations)
1. Students will look in phonebooks and on websites to compile a list of ten community and environmental health resources. The students will explain the purpose, goals, and mission of the various agencies and the potential for the agency's participation in the recycling program.
 2. Students will choose an aspect or item to recycle and do that for one week. The student will keep a journal of that activity.
 3. Students will watch a video on recycling from the Waste Management Authority and complete a worksheet that emphasizes the main points.
 4. Students will propose a renewable natural resource to replace a nonrenewable resource and explain their thinking.

Student Self-Assessment and Reflection

- Opportunities for self-monitoring learning (e.g., reflection journals, learning logs, pre- and post-tests, self-editing—based on ongoing formative assessments)

Students will reflect on their thoughts, feelings, and evaluation of success with the recycling activity that was done for one week.

Stage 3 – Learning Plan

(Learning activities need to align with Stage 1 and Stage 2 and show connections to prior learning)

Key Learning Events Needed to Achieve Unit Goals

- Scaffold in order to acquire information, construct meaning, and practice transfer of understanding
- Provide ongoing opportunities for self-monitoring and self-evaluation

Lesson plans may be attached to Stage 3 and must include relevant citations and follow U.S. copyright laws <http://www.umuc.edu/library/copy.shtml>.

Discuss the definition of recycling and name all of the different kinds of items that could be recycled. Assign common household items to small groups and have the groups brainstorm many ways to reuse/recycle the item. Have each group report out their ideas.

Discuss the definition of renewable, nonrenewable, or perpetual energy sources.

Assign a community agency to (a) student(s) and perform a brainstorm carousel activity listing reasons that agency might have concerns regarding the environment.



Lesson 1



Lesson 2



Lesson 3



Lesson 4

Lesson 1: Can I Make A Difference?

Lesson 2: Creative Ways to Reuse

Lesson 3: How Will Future Generations Survive?

Lesson 4: Community Agencies and the Environment

Resources and Teaching Tips

Resources

- Include a variety of resources (texts, print, media, and web links) that best supports the unit.

Use HealthTeacher.com lessons for Community and Environmental Health:

- Don't Waste a Drop www.healthteacher.com
- Conserving Natural Resources www.healthteacher.com
- Renewable, Nonrenewable, or Recyclable www.healthteacher.com

Teaching Tips

- Provide tips to help teachers identify and correct student misunderstandings and weaknesses.

Students may be totally unfamiliar with recycling and more discussion may need to take place early in the lessons. Also, if this idea is too new to the students, they may be resistant to participate and develop novel ideas.

Accommodations/Differentiation

- Stage 2 and 3 allow students to demonstrate understanding with choices, options, and/or variety in the products and performances without compromising the expectations of the Content Standards.
 - Describe how instruction may be varied to address differences in readiness, interest, and/or learning profiles.
- A video may be made to replace written responses.
 - Make a brochure.
 - Create a state mandated written policy.

Design Principles for Unit Development

Please check the design principles below that are embedded within the unit

- International Education** - the ability to appreciate the richness of our own cultural heritage and that of other cultures and to provide cross-cultural communicative competence.
- Universal Design for Learning** - the ability to provide multiple means of representation, expression, and engagement to give learners various ways to acquire and demonstrate knowledge.
- 21st Century Learning** – the ability of to use skills, resources, and tools to meet the demands of the global community and tomorrow’s workplace. (1) Inquire, think critically, and gain knowledge, (2) Draw conclusions make informed decisions, apply knowledge to new situations, and create new knowledge, (3) Share knowledge and participate ethically and productively as members of our democratic society, (4) Pursue personal and aesthetic growth.(AASL,2007)

(Briefly explain how design principle(s) are embedded within the unit design.)

Students will explore the principles of recycling as a means of protection of the environment and public health using a variety of skills, tools and resources to make informed decisions and draw appropriate conclusions for health promotion.

Conserving resources will make the world a healthier place to live.

Connections to Other Areas

Suggestions for integrating instruction with other curricular areas, school support services (health services, counseling, nutrition services, and school climate) families and communities.

In Social Studies, students could investigate the intense interest and lobbying that occurred in the 1970s when conservation and Earth Day were introduced and reflect on the impacts on health.

Connect to Math or Science, and ask students to complete "Earth Day Problems" (Resources for Science Learning by the Franklin Institute) by linking to

<http://www.fi.edu/school/math/earth.html>

The cafeteria manager, or district facilities manager, could be invited into the classroom to discuss how the school supports recycling in the building and at school sponsored events.