

Anoka-Hennepin Secondary Curriculum Unit Plan

Department:	Health	Course:	Healthy Living	Unit Title:	Mental Health	Grade Level(s):	
Assessed Trimester:		Pacing:		Date Created:		Last Revision Date:	10/2014

Course Understandings: *Students will understand that:*

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DESIRED RESULTS (Stage 1) - WHAT WE WANT STUDENT TO KNOW AND BE ABLE TO DO?

Established Goals

- Comprehend concepts related to health promotion and disease prevention to enhance health.
- Predict how healthy behaviors can affect health status.
- Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors.
- Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- Students will demonstrate the ability to use goal-setting skills to enhance health.
- Assess personal health practices and overall health status.
- Develop a plan to attain a personal health goal that addresses strengths, needs, and risks.
- Implement strategies and monitor progress in achieving a personal health goal.
- Formulate an effective long-term personal health plan.
- Demonstrate the ability to advocate for personal, family, and community health.
- Work cooperatively as an advocate for improving personal, family, and community health.
- Adapt health messages and communication techniques to a specific target audience.

Transfer

Students will be able to independently use their learning to: (product, high order reasoning)

- Design S.M.A.R.T goals to implement your wellness plan. (6.3)

Meaning

Unit Understanding(s):	Essential Question(s):
Students will understand that:	Students will keep considering:
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Acquisition

Knowledge - Students will:	Skills - Students will:
<ul style="list-style-type: none"> • Understand that healthy behaviors can affect their health status. (1.1) • Examine behaviors that would increase your risk of injury, illness or death. (1.8) • Tell others the benefits of healthy choices. (4.1) • Identify current wellness strengths and weaknesses. (6.2) • Identify current wellness goals. (6.3) 	<ul style="list-style-type: none"> • Measure your current level of wellness. (6.2) • Use the S.M.A.R.T goal process to monitor progress. (6.3)

<ul style="list-style-type: none">● Examine your current wellness plan. (6.4)● Identify through collaboration areas of health concerns. (8.3)● Recognize current age appropriate health needs. (8.4) <p>Reasoning - Students will:</p> <ul style="list-style-type: none">● Compare and contrast behaviors and affects on health status including risk of injury, illness or death. (1.8)● Evaluate current wellness strengths and weaknesses. (6.2)● Organize wellness goals in the S.M.A.R.T format. (6.3)● Predict adjustments that may be necessary in order to maintain long -term personal wellness. (6.4)● Organize a targeted health message. (8.4)	
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Common Misunderstandings <ul style="list-style-type: none">●	Essential new vocabulary <ul style="list-style-type: none">●
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