

Date of Creation	What is the Importance of health in one's life?												
Week # 1	Objectives	Assessment of the Objective	Formative assessment	Activities	Teaching Strategies	NYS Learning Standards	NYS Key Ideas	NYS Indicators	Seat Time total	Online Time	Synchronous time	Precious Attributes	
	<b>Objective 1</b> Students will <b>analyze</b> the Center for Disease Control and Preventions' United States data on <b>Obesity Trends</b> .	Reflection and Journal Entry # 1 - Students will identify 3 observations from the data. Students will identify the specific audience (PTA, Food service, coaches, club advisors, teachers, etc.) the power point will best serve in their community and support their <b>Objective 2</b> .		Students will download US Obesity Trends power point presentation @ cdc.gov	Self-Directed -Students will visit the provided link and view the slideshow. They will describe the methods/audiences they feel would benefit from viewing this data and their reasons for recommending a presentation.	HPEFCS: Resource Management. Students will understand	Influence of culture, health		45 min				
	<b>Objective 2</b> Students will <b>explain</b> Health Literacy and identify its educational value.	Journal Entry # 2 - Students will write two paragraphs: one paragraph to define health literacy, one paragraph to defend its educational value. Students will post to discussion board. Students must respond to one other student's comments		Students will research the definition	Discussion- after researching the definition, students will engage in an online discussion of its relevance to students, their lives, and its place in education.	HPEFCS: Personal Health and Fitness. Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.	Students will understand human growth and development and recognize the relationship between behaviors and healthy development. They will understand ways to promote health and prevent disease and will demonstrate and practice positive health behaviors.	Demonstrate the necessary knowledge and skills to promote healthy development into adulthood	45 min			differentiation Special Resources	
	<b>Objective 3</b> Students will <b>produce</b> a Reflections Journal.	The word document journal will be submitted as a final assessment. Journal entries will be assessed on: Completed # of assignments.		Students will set up a Journal as a word document. Students will keep reflection comments and assignments in their journal, as indicated. Journal entries will be individually assessed and the entire journal will receive an evaluation for completion.	Self-Directed, independent study. Students need to keep a record of their SHI experiences.	HPEFCS: Personal Health and Fitness. Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.	Students will understand human growth and development and recognize the relationship between behaviors and healthy development. They will understand ways to promote health and prevent disease and will demonstrate and practice positive health behaviors.	Evaluate how the multiple influences which affect health decisions and behaviors can be altered.	15 min				
	<b>Objective 4</b> Students will <b>introduce</b> themselves to the class.	Students will identify their current job assignment and content area, their location, and experience. They will explain their rationale for selecting this course in its relationship to their students and school community, and how they plan to utilize the skills and		Students will introduce themselves by completing the Who, What, Where, When, Why activity.	Self-directed.	N/A			15 min				
	<b>Objective 5</b>												
	<b>Objective 6</b>												
Week #2	Objectives	Assessment of the Objective	Formative assessment	Activities	Teaching Strategies	NYS Learning Standards	NYS Key Ideas	NYS Indicators	Seat Time total	Online Time	Synchronous time	Precious Attributes	
	<b>Objective 1</b> Students will <b>explore</b> the School Health Index	Students will complete 3 assignments: Pre-assessment: Myth or Fact? Students will register on the SHI site, read the introduction and reflect in their journal, entry (# 3 a), on its method of data collection. Students will record 3 observations of the online version of the SHI self assessment tool, the discussion and planning questions.		Complete Myth or Fact assignment: Access SHI online version. Review module 7's discussion and planning questions. Identify info into journal	Self-Directed, independent study. Students need to explore the SHI, online version, read the introduction and become aware of its layout and purpose.	HPEFCS: Resource Management. Students will understand and be able to manage their	Students will understand the influence of culture, media, and technology in personal and community health about and use valid health information, products, and services. Students will advocate	Demonstrate the ability to access community health services for self and others	60 min				
	<b>Objective 2</b> Students will <b>examine</b> the Coordinated School Health Program, its components and their relationship to student achievement.	Journal Entry # (3b): Students will define the CSHP. They will identify 3 components of the CSHP program that would benefit their students/school community		Students will research the concept of the Coordinated School health program, in the SHI and elsewhere.	Collaboration/Discussion- this is a difficult concept to define and explain. Group work: Students will	HPEFCS: Resource Management. Students will understand and be able to manage their	Students will understand the influence of culture, media, and technology in making decisions about	Demonstrate how to evaluate health information.	45 min				
	<b>Objective 3</b> Students will <b>distinguish</b> health topics from health components in the School Health Index.	Journal entry # (3c): Students will list the 5 health topics and 8 modules of the SHI and relate the differences.		Scavenger hunt assignment: Students will look for the location of specific information in the SHI.	Mentor & Self-directed- The SHI, is a self-assessment and planning guide: it needs to be introduced, explained a bit and then explored. One of the activities will be a scavenger hunt. Students will respond with independent observations and I will provide guidance and direction as	HPEFCS: Personal Health and Fitness. Students will have the	Students will understand	Apply prevention and risk reduction strategies, which can	45 min				
	<b>Objective 4</b> Students will <b>describe</b> the SHI and its function.	Journal Entry # (3d): Students respond in their journal. What is the SHI, why is it useful, how is it used? Students will describe the value/role of the site coordinator in a discussion forum.		Students will read the introduction.	Self-Directed, independent study. Students need to explore the SHI, online version, read the introduction and become aware of its layout and purpose.	HPEFCS: Personal Health and Fitness. Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.	Students will understand human growth and development and recognize the relationship between behaviors and healthy development. They will understand ways to promote health and prevent disease and will demonstrate and practice positive health behaviors.	Demonstrate the necessary knowledge and skills to promote healthy development into adulthood	30 min				
	<b>Objective 5</b>												
	<b>Objective 6</b>												
Week #3	Objectives	Assessment of the Objective	Formative assessment	Activities	Teaching Strategies	NYS Learning Standards	NYS Key Ideas	NYS Indicators	Seat Time total	Online Time	Synchronous time	Precious Attributes	
	<b>Objective 1</b> Students will <b>explore</b> the Self-assessment portion of the SHI.	Students will complete Discussion and Planning Questions for Module 7. (Self-assessment) Journal Entry # 4 - students will discuss the issue of consensus and its role in completing the discussion and planning questions.		Individually Complete Module 7 Discussion and Planning Questions. As an assigned group activity.	Mentor & Role Play. I will introduce sections of the SHI, assign roles to students and they will complete a module online, each playing a different stakeholder. I will have access to their SHI online assessment passcode for verification of completion.	HPEFCS: Resource Management. Students will understand	Students will understand the media and technology in personal and community health about and use valid health	Use technology and the media to promote positive	75 min				
	<b>Objective 2</b> Students will <b>recognize</b> local health resources that support	Students will identify 3 local resources and their educational value, for the group discussion. They will identify 5 health resources as journal entry # 5, from group					information, products, and services. Students will advocate and communities.		45 min				



