

## Curriculum Designs in Health Education Project Description

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Addresses Diversity Standard.

### Purpose of Project:

The purpose of this project is for you to develop a health or health related instructional unit for a population of your choice.

The project consists of the following 5 sections.

### Section 1. Cover page and Unit Details

This section should include the following information:

- Unit topic
- The grade level for which it is appropriate
- Number of classes
- Time allocation per class/session
- Main content topics

### Section 2. Rationale-Advocacy

Why is this an important unit to offer to your intended population (audience)?

Present a rationale (advocacy) for teaching this topic (a strong, well organized 1-2 page commentary on the importance or significance of this topic. If you take something from another source, please provide a reference at the end of this rationale). Think of this as a statement that would convince a school committee or community to support your efforts. Just be sure to avoid statements, claims, or exaggerations that you cannot support with some evidence.

### Section 3. Unit Map

The purpose of this part of the project is show the reader how the objectives for each lesson are aligned with standards and learning targets.

The unit map consists of the following:

- 1 table for each lesson in the unit. (See examples below)
- The Goal for each lesson
- The objectives for each unit (in parentheses indicate the stage of the taxonomy. Like application/analysis, etc)
- The National Health education standards being addressed OR any other professional organization standards
- The type of learning targets being addressed

**Lesson 1. Goal** \_\_\_\_\_

Lesson 1	Objectives		Health Standards	Learning Targets
	1			
	2			
	3			

**Lesson 2. Goal** \_\_\_\_\_

Lesson 2	Objectives		[State ]Health Standards	Learning Targets
	1			
	2			
	3			

**Lesson 3. Goal** \_\_\_\_\_

[Completed like above]

**Lesson 4. Goal** \_\_\_\_\_

[Completed like above]

## Section 4. Scope and Sequence

What do you plan to focus each lesson on? Just indicate what information will be covered in each lesson.

**Lesson 1 – Content topics**

**Lesson 2 – Content topics**

**Lesson 3 – Content topics**

**Lesson 4 – Content Topics**

## Section 5. Lesson Blueprint or Outline

This part of the project consists of 1 detailed lesson blueprint (lesson plans)

### 5.1 The lesson blueprint should include.

- Goal
  - Standards
  - The performance objectives and (learning targets)
  - An outline of the content (1/1.1; 2/2.1/ etc.)
  - Method-Activities linked to the objectives
  - How you will address the needs of ALL students (differentiated unit issues)
  - The resources you will use and
  - Assessment - Questions to measure mastery of the objectives and lesson
- In this section you should attach examples of handouts or activity sheets that you will use and a description of resources to be used.
  - The final piece to be included is the assessment of learning. Indicate by way of example what you would do to assess student mastery of the objectives (tests, questions, activity sheets, projects, portfolios etc.)

### 5.2 Resources (put with/attach to the appropriate lesson plan)

- Attach copies of all the handouts or activity sheets
- Provide a brief description and source of any films, movies, etc.
- Indicate web materials as well as web site addresses.
- You may use materials you downloaded from on-line sources, but give appropriate credit.
- Be sure to indicate which objectives these materials are being used for.

### 5.3 Assessment Questions.

- How will you assess the attainment of each of your performance objectives or learning targets? You need to show examples
- You should include any activity sheets, or tests (with answer sheet) and indicate which standard(s) are addressed by them.
- How you address students with special needs?

### 5.4 Format.

- ◆ Please type all material.
- ◆ Start each new section on a new page
- ◆ 12 pt font --Arial/Verdana/Calibri/Trebuchet MS/Tahoma
- ◆ Spaced - 1.15 or 1.5
- ◆ Tables can be smaller print and single spaced as needed
- ◆ Put in a pocket folder. Left side - lesson material/Right side - additional materials and handouts.
- ◆ Where appropriate indicate the source of the material if it is not yours.
- ◆ Do not copy a packaged program and submit it as your own. You may, however, use the activity sheets from such programs
- ◆ This document should be copy ready.

Please make a backup copy of your project in case of loss. This project needs to be submitted as a hard copy. If for some reason you need to submit materials electronically, they need to be in PDF format.

Did I forget something? Let me know if I need to clarify anything.  
Good luck.

Due: Last class.

Developing an Instructional Unit.

CATEGORY	4	3	2	1
<b>Organization</b>	Information is very organized with well-constructed paragraphs and subheadings.	Information is organized with well-constructed paragraphs.	Information is organized, but paragraphs are not well-constructed.	The information appears to be disorganized. 8)
<b>Amount of Information</b>	All topics are addressed and all questions answered with at least 2 examples about each.	All topics are addressed and most questions answered with at least 2 examples about each.	All topics are addressed, and most questions answered with 1 example about each.	One or more topics were not addressed.
<b>Quality of Information</b>	Information clearly relates to the main topic. It includes several supporting details and/or examples.	Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.	Information clearly relates to the main topic. No details and/or examples are given.	Information has little or nothing to do with the main topic.
<b>Adherence to Guidelines</b>	All guidelines are met	Most guidelines are met	Few guidelines are met	Most (all) guidelines are not met.
<b>Mechanics</b>	No grammatical, spelling or punctuation errors.	Almost no grammatical, spelling or punctuation errors	A few grammatical, spelling, or punctuation errors.	Many grammatical, spelling, or punctuation errors.
<b>Sources</b>	All sources (information and graphics) are accurately documented in the desired format.	All sources (information and graphics) are accurately documented, but a few are not in the desired format.	All sources (information and graphics) are accurately documented, but many are not in the desired format.	Some sources are not accurately documented