

Health I: Analyze Influences & Decision Making/ Sexual Health

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - Students will demonstrate the ability to apply knowledge and practice health behaviors and recognize health risks in order to promote healthy lifestyle. - Students will demonstrate the ability to analyze consequence of decisions, problem solve and set goals in order to promote healthy lifestyle. - Students will be able to analyze the various influences on health behaviors in order to promote healthy lifestyle. - Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials. - Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences. - Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style. <u>Content Standards:</u> - CDCP.1 comprehend concepts related to health promotion and disease prevention to enhance health - CDCP.2 analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors - CDCP.5 demonstrate the ability to use decision-making skills to enhance health	Transfer	
	Students will be able to independently use their learning to make informed decisions in order to lead a healthy lifestyle.	
	Meaning	
	ENDURING UNDERSTANDINGS Students will understand that... - effective decision making skills require forethought of pros/cons and consequences of choices. - there are a variety of influences (family, peers, culture, media, school, religion) that challenge decision making and choices.	ESSENTIAL QUESTIONS - How do your decisions of today impact the rest of your life? - What is the most influential factor in a person's sexual choices?
	Acquisition	
	Students will know... - the parts of the DECIDE model for decision making. - the scale of risk (high, low, no) as related to STIs and pregnancy. - that peer pressure affects decision making. - the possible blockers and enablers to making healthy choices. - what situations require individual or collaborative decision making. - that there are many options to each health related decision. - the importance of understanding your values and making decisions based on them. - how internal and external factors will influence their decision making. - how alcohol and drug use can affect decision making abilities. - that abstinence is most effective pregnancy/STI prevention method. - the relative effectiveness of contraceptive methods and importance of consistent use of contraceptives.	Students will be skilled at... - Determining/defining a health issue that needs to be resolved. - Identifying multiple options to a health related choice - Evaluate how short and long term consequences will affect one's health/life. - Analyzing personal values/beliefs on their decisions - Reflecting on consequences of decisions to improve future decision making - Analyzing how various societal factors (family, peers, culture, media, school, religion) can form belief systems about health behaviors.

	- the common routes of transmission and symptoms of STIs and HIV. - that there are risks of unintended pregnancy and disease with unprotected sex. - that many factors influence sexual behavior including but not limited to family, peers, religion, media, culture, internal. - the risks of multiple partners. - situations that may lead to sex. <u>vocabulary:</u> DECIDE Model, blockers, enablers, influences (internal and external), values, collaborate, HIV, Common STDs (HIV, herpes, HPV, syphilis, gonorrhea, pubic lice, chlamydia, etc.) pregnancy terms	
Content Area Literacy Standards		21st Century Skills
- RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. - RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. - RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. - RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics. - WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		<i>use systems thinking</i> <i>make judgments and decisions</i> <i>solve problems</i>

Stage 2 - Evidence

Evaluative Criteria	Assessment Evidence
1.12.1 Predict how healthy behaviors can affect health status. 1.12.2 Describe the interrelationships of emotional, intellectual, physical, and social health. 1.12.5 Propose ways to reduce or prevent injuries and health problems. 1.12.6 Analyze the relationship between access to health care and health status. 1.12.7 Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors. 1.12.8 Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors. 1.12.9 Analyze the potential severity of injury or illness if engaging in unhealthy behaviors. 2.12.1 Analyze how the family influences the health of individuals. 2.12.2 Analyze how the culture supports and challenges health beliefs, practices, and behaviors. 2.12.3 Analyze how peers influence healthy and unhealthy behaviors. 2.12.4 Evaluate how the school and community can affect personal health practice and behaviors. 2.12.5 Evaluate the effect of media on personal and family health. 2.12.6 Evaluate the impact of technology on personal, family, and community health. 2.12.7 Analyze how the perceptions of norms influence healthy and unhealthy behaviors. 2.12.8 Analyze the influence of personal values and beliefs on individual health practices and behaviors. 2.12.9 Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors. 5.12.1 Examine barriers that can hinder healthy decision making. 5.12.2 Determine the value of applying a thoughtful decision-making process in health-related situations. 5.12.3 Justify when individual or collaborative decision making is appropriate. 5.12.4 Generate alternatives to health-related issues or problems. 5.12.5 Predict the potential short-term and long-term impact of each alternative on self and others. 5.12.6 Defend the healthy choice when making decisions. 5.12.7 Evaluate the effectiveness of health-related decisions.	PERFORMANCE TASK(S): Flow Chart/Concept Map, Deconstruct advertisements, analyze song lyrics
	OTHER EVIDENCE:

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

Language Arts Integration

- 1.OA.1 Use

Mathematics Integration

- 1.OA.1 Use

Technology Integration

- 1.OA.1 Use

District Materials