

Health I: Advocacy/ Alcohol, Tobacco and Other Drugs

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 use interpersonal communication and advocacy skills in order to promote personal and community health. - 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.8 demonstrate the ability to advocate for personal, family, and community 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... advocacy for health related issues can promote healthy norms and healthy behaviors in a variety of settings.	ESSENTIAL QUESTIONS How does advocacy promote healthy behaviors in schools, communities, and homes?
	Acquisition	
	Students will know... - that effective advocacy includes educating, persuading, and engaging an audience. - that advocacy campaigns should target a specific audience using knowledge of norms related to the audience. - that ad campaigns require collaboration and communication skills with others to be carried out. - that health ad campaigns can be seen in a variety of settings and forms in our society for a variety of causes. - that vaporizers are being used for nicotine, marijuana and alcohol and pose many health risks. - that prescription pain medication abuse is on the rise among teens and can lead to heroin use. - that binge drinking is a major concern among teens and increases the risk of alcohol poisoning. - the risks and common behaviors associated with cannabis use (edibles, dabbing, smoking, vaping, drug lacing) as well as the association as a gateway drug. - the types of drugs, common effects and health	Students will be skilled at... - identifying a health behavior that needs to be changed in the student's local/personal environment. - collecting and analyzing data about risky health behaviors to show need for change and improved behavior. - demonstrating advocacy skills that persuade, engage, and educate others to take a specific action to improve their health behaviors. - applying a strategic ad campaign towards a target audience using an appropriate campaign plan. - handling cases of alcohol poisoning and other risky behaviors associated with being under the influence (driving, mixing drugs with alcohol).

	risks as well as examples of common drugs of that type. - that addiction risk increased among teens due to lack of full brain development as well as diminished dopamine response. - the relationship between AOD use and transportation injuries/ violence and other injuries. <u>vocabulary:</u> binge drinking, vaping, marijuana, dabbing, gateway, lacing, heroin, prescription painkillers, alcohol poisoning, addiction, brain development, frontal lobe, dopamine	
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 <i>grades 11-12 texts and topics</i>. - WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		<i>think creatively</i> <i>communicate clearly</i> <i>collaborate with others</i> <i>create media products</i> <i>apply technology effectively</i> <i>interact effectively with others</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. 1.12.3 Analyze how environment and personal health are interrelated. 1.12.4 Analyze how genetics and family history can impact personal 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. 8.12.1 Utilize accurate peer and societal norms to formulate a health-enhancing message. 8.12.2 Demonstrate how to influence and support others to make positive health choices. 8.12.3 Work cooperatively as an advocate for improving personal, family, and community health. 8.12.4 Adapt health messages and communication techniques to a specific target audience.	PERFORMANCE TASK(S):
	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