Health II:

Analyze Influences/Personal Health & Wellness

Stage 1 Desired Results

ESTABLISHED GOALS:

Competencies:

- ***Students will demonstrate the ability to apply knowledge and practice health behaviors and recognize health risks 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.***

Content Standards:

- 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

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…

- there are a variety of influences (family, peers, culture, media, school, religion) that challenge decision making and choices.
- a company has the goal of selling products and making profits.

ESSENTIAL QUESTIONS

- Do internal influences or external influences have a greater impact on the choices that you make?

Acquisition

Students will know…

- the persuasion techniques that companies use to sell personal care products.
- the similarities and differences among a variety of health care products and services.
- the dimensions of health.

vocabulary: media literacy and advertising techniques, fads, dimensions of health

Students will be skilled at…

- analyzing personal values/beliefs on their decisions.
- analyzing how various societal factors (family, peers, culture, media, school, religion) can form belief systems about health behaviors.
- analyzing how companies use the media and other marketing techniques to sell health care products. (social media, commercials, paper, product packaging, youtube ads, online tracking
- identifying their strengths and weaknesses related to the dimensions of health inventory

Content Area Literacy Standards

- 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.

21st Century Skills

- *make judgments and decisions*
- *analyze media*

• 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.	• *create media products* • *interact effectively with others*

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. 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	PERFORMANCE TASK(S):

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. 2.12.10 Analyze how public health policies and government regulations can influence health promotion and disease prevention.	
	OTHER EVIDENCE:

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

Language Arts Integration	***Mathematics Integration***
• 1.OA.1 Use	• 1.OA.1 Use

Technology Integration	*District Materials*
• 1.OA.1 Use	