

Health II: Advocacy/ Environmental 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 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... - they have the power to influence others to make healthy changes and choices. - small changes at home can add to up to effect your community/ global environment.	ESSENTIAL QUESTIONS - How do your environmental behaviors effect your health and the wider community? - Can one's health change through advocacy?
	Acquisition	
	Students will know... - the importance of educating others on a topic to influence change. - the components of an engaging and persuasive advocacy campaign. - a variety of campaign medias to reach their audience. - the causes of global warming. - factors that contribute to their carbon footprint - a variety of ways to reduce their carbon footprint. - the results of increasing global temperatures. - the benefits of sustainable agriculture, local food/products, and food management. <u>vocabulary:</u> carbon footprint, greenhouse gases, advocacy, sustainability, reduce reuse recycle, incandescent vs. CFL vs LED, global warming, climate crises, industrial farming, growth hormones, antibiotic resistance, GMOs, water conservation, target audience	Students will be skilled at... - advocating for a healthy behavioral change. - creating a persuasive ad campaign that aligns with a chosen target audience. - taking a clear stance for a healthy choice and educating others about it. - identifying media techniques for persuading audiences. - identifying and evaluating potentially dangerous household and personal care products. - making choices that would improve the environment. - targeting/ influencing a variety of audiences. - calculating their personal carbon footprint - correlating carbon footprint to global warming and climate crisis. - accessing their communities disposal plan.
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		- use systems thinking - make judgments and decisions - think creatively

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>communicate clearly</i> • <i>analyze media</i> • <i>create media products</i> • <i>apply technology effectively</i> • <i>be self-directed learners</i>
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Stage 2 - Evidence

[illegible]

Stage 3 – Learning Plan

<i>Summary of Key Learning Events and Instruction</i>	
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<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
• 1.OA.1 Use	• 1.OA.1 Use
<i>Technology Integration</i>	<i>District Materials</i>
• 1.OA.1 Use	