

Health II:

Accessing Information, Products, Services/Addiction & Recovery

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 access valid information, products and services and 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.3 demonstrate the ability to access valid information, products, and services to enhance health	<i>Transfer</i>	
	Students will be able to independently use their learning to make informed decisions in order to lead a healthy lifestyle.	
	<i>Meaning</i>	
	ENDURING UNDERSTANDINGS Students will understand that... - not all information online or in the media is accurate and reliable. - addiction is a progressive brain disease that requires lifelong treatment.	ESSENTIAL QUESTIONS - How do I know if a resource is valid and reliable? - How do I find information that pertains to my health and the health of my family?
	<i>Acquisition</i>	
	Students will know... - the ACCESS principles and their meaning. - a variety of methods for checking sources of health information. - the phases of addiction. - the addiction cycle. - the ways drug abuse changes the brain's chemistry. - the differences between normal and drugged neurotransmission. - the mechanisms behind codependency (causes, warning signs, enables unhealthy behaviors, and treatment). - that societal stigma towards addiction/ addicts affects a person's ability to access treatment and their self esteem. - a variety of treatments available for addicts including support for family members.	Students will be skilled at... - finding valid, reliable information from a variety of sources. - evaluating sources using the ACCESS acronym - determining proper services for oneself, friends, and family related to addiction.

	<u>vocabulary</u>: tolerance, withdrawal, cravings, physiological addiction, psychological addiction, neuron, inpatient/outpatient treatment, neurotransmitter (dopamine, serotonin, etc...), codependency, denial, medicated assisted therapy, 12 step method, terminology related to internet use (domains).	
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>communicate clearly</i> • <i>collaborate with others</i> • <i>access and evaluate information</i> • <i>use and manage information</i> • <i>apply technology effectively</i>

Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
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. 3.12.1 Evaluate the validity of health information, products, and services. 3.12.2 Use resources from home, school, and community that provide valid health information. 3.12.3 Determine the accessibility of products and services that enhance health. 3.12.4 Determine when professional health services may be required. 3.12.5 Access valid and reliable health products and services.	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