

Health II:

Communication/ Relationships & Human Growth and Development

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.4 demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks - CDCP.7 demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks	<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... relationships should be equal and be mutually fulfilling.	ESSENTIAL QUESTIONS How does communication impact relationship outcomes?
	<i>Acquisition</i>	
	Students will know... - the ways to communicate respect for self and others. - that there are a variety of diverse relationships, e.g., family, friends, dating, marriage. - the influences of violence, e.g., date rape and other abuse. - the strategies for refusing unwanted or unprotected sex. - that there are benefits to setting sexual limits, e.g., staying in school, reputation, achieving future goals. - that it is important to respect the sexual limits of others. - strategies for dealing with pressures to cross sexual limits. - that there are effects of alcohol and other drug use on sexual behavior.	Students will be skilled at... - demonstrating assertive communication to state personal/relationships decisions. - demonstrating message tactics and strategies, such as clear, organized ideas or beliefs, use of I-messages, eye contact, respectful tone, body language. - setting boundaries that clearly communicate personal limits. - identifying strategies to reduce the risk of sexual violence. - providing help resources for others in need of relationship support services. - recognizing/listening to others' feelings/needs in a relationship. - having an awareness for situations that increase the likelihood of unwanted sexual advances.

	online dating concerns and safety. <u>vocabulary:</u> styles of communication, I-statements, boundaries, sexual limits, sexual assault, rape, acquaintance rape, body language, five love languages, validating others	
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>make judgments and decisions</i> <i>solve problems</i> <i>communicate clearly</i> <i>analyze media</i> <i>interact effectively with others</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. 4.12.1 Use skills for communicating effectively with family, peers, and others to enhance health. 4.12.2 Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks. 4.12.3 Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others. 4.12.4 Demonstrate how to ask for and offer assistance to enhance the health of self and others.	PERFORMANCE TASK(S):

7.12.1 Analyze the role of individual responsibility for enhancing health. 7.12.2 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others. 7.12.3 Demonstrate a variety of behaviors to avoid or reduce health risks to self and others.	
	OTHER EVIDENCE:

Stage 3 – Learning Plan <i>Summary of Key Learning Events and Instruction</i>	
<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	