

Studies in Women's Health & Wellness:

Safety & Violence Prevention

Stage 1 Desired Results			
ESTABLISHED GOALS: <u>Competencies:</u> - Students will apply knowledge and practice health behaviors and recognize health risks in order to promote a healthy lifestyle. (Health Comp 1) - Students will demonstrate the ability to use interpersonal communication and advocacy skills in order to promote personal and community health. (Health Comp 3) - 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. - Participate in physical activity in order to achieve and maintain an appropriate level of personal fitness. (PE Comp 1) - Develop and apply knowledge, skill and movement in a variety of physical activities in order to maintain appropriate level of personal fitness. (PE Comp 2) - Recognize that physical activity provides opportunities for enjoyment, challenge, self-expression, improved self-confidence and positive social interaction in order to lead a healthy lifestyle. (PE Comp 3) - Exhibit responsible personal and social behavior in order to respect self and others in physically active settings. (PE Comp 4) <u>Content Standards:</u> 1.12.1 Predict how healthy behaviors can affect health status. 1.12.3 Analyze how environment and personal health are interrelated. 1.12.5 Propose ways to reduce or prevent injuries and health problems.	Transfer Students will be able to independently use their learning to communicate and advocate for personal safety and injury prevention in a variety of situations.		
	Meaning ENDURING UNDERSTANDINGS Students will understand that... - proactive communication (verbal and non verbal) can create healthy relationships and solve differences with others peacefully. - individuals can use a variety of strategies for preventing injuries and staying safe from accidents, manipulation, coercion, etc. - violence and injuries can have short term and long term effects to one’s overall well being (in all dimensions). - prevention and building personal skills to increase safety and awareness can enhance a person’s health. - advocating for healthy communities increases the safety and well being of everyone.		ESSENTIAL QUESTIONS How does an individual’s communication skills affect his/her personal safety and well being?
	Acquisition Students will know... - ways to communicate respect for self and others - diversity of relationships, e.g., family, friends, dating, marriage, same sex relationships - situational awareness tactics, principles of protection (self defense)		Students will be skilled at... - demonstrating self defense tactics - demonstrate specific first-aid techniques - demonstrate personal responsibility to make health-enhancing choices - demonstrate interactions among individuals

• 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. • 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. • 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.	• <i>strategies for refusing unwanted or unprotected sex</i> • <i>benefits of setting sexual limits, e.g., staying in school, reputation, achieving future goals</i> • <i>importance of respecting sexual limits of others</i> • <i>strategies for dealing with pressures to cross sexual limits</i> • <i>effects of alcohol and other drug use on sexual behavior</i> • <i>influences on sexual behavior, e.g., family, peers, religion, media, culture, internal</i> • <i>influences of violence, e.g., date rape and other abuse</i> • <i>human trafficking (e.g. influences, cycle, prevention</i> • <i>valid sources of information and help for violence, abuse, sexual assault</i> • <i>online dating safety strategies, (apps, websites)</i> • <i>how to build and maintain relationships, including appropriate ways to end relationships</i> • <i>ways to avoid threatening situations</i> • <i>causes of conflict</i> • <i>conflict resolution techniques</i> • <i>how to avoid fighting/bullying</i> • <i>the importance of not carrying a weapon</i> • <i>how to prevent dating violence</i> • <i>how to prevent sexual assault</i> • <i>how to recognize sexual harassment</i> • <i>influence of AOD in conflict situations</i> • <i>nonviolent ways to calm charged situations</i> • <i>appropriate ways to end relationships</i> • <i>techniques for negotiation and compromise</i> • <i>how to advocate for needs and rights of others</i> • <i>how to advocate for healthy social environment</i> • <i>how to advocate for fairness</i> • <i>how to advocate for health services in the community</i> • <i>universal precautions (infection control procedures)</i> • <i>steps for CPR</i> • <i>techniques to give care for someone choking</i> • <i>first aid steps for severe injuries, e.g., bleeding, broken bones</i>	• <i>demonstrate message tactics and strategies</i> • <i>demonstrate refusal skills</i> • <i>Evaluate the potentially positive and negative roles of technology and social media in relationships</i> • <i>advocate a health message and persuade others to make healthful choices using passion and conviction</i> • <i>advocate for safe environments that encourage dignified and respectful treatment of everyone</i>
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vocabulary: situational awareness, self defense principles, conflict resolution strategies, sexual assault, healthy & unhealthy dating characteristics, sexual harrassment, human trafficking, sex trafficking cycle, types of human trafficking, grooming, coercion, and advocacy.

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.
- • 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.

21st Century Skills

- Critical thinking
- Communication skills
- Creativity
- Problem solving
- Collaboration
- Information literacy
- Technology skills and digital literacy
- Media literacy
- Global awareness
- Self-direction
- Social skills
- Literacy skills
- Social responsibility
- Thinking skills

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

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