

Studies in Women's Health & Wellness:

Accessing Information for Women's Health Promotion

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 be able to access valid information and products and services to enhance health. (Health Comp 4) - 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) 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) <u>Content Standards:</u> 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. 5.12.4 Generate alternatives to health-related issues or problems.	<i>Transfer</i>	
	Students will be able to independently use their learning to identify and access valid health information and health-promoting products and services to achieve health literacy and enable prevention, early detection, and treatment of health problems.	
	<i>Meaning</i>	
	ENDURING UNDERSTANDINGS Students will understand that... - not all health claims for information, products and services are valid and accurate. - using reliable accurate sources of information (apps, websites, etc) checking can help a person make informed decisions about products and services that can enhance health.	ESSENTIAL QUESTIONS How can valid vs. invalid health information, products and services affect one's health?
	<i>Acquisition</i>	
	Students will know... - common symptoms of and treatment for STI's, including HIV - laws related to sexual health care services, including STD & HIV testing and treatment. - signs of pregnancy, pregnancy options (i.e IVF) - prenatal care services that contribute to or threaten healthy pregnancies. - compare and contrast laws related to pregnancy, adoption, abortion and parenting. - laws related to sexual and reproductive health care services (i.e. contraception, pregnancy options, safe surrender policies, prenatal care) - how to evaluate claims of performance-enhancing drugs and nutritional supplements - how to select products, services and facilities related to physical activity	Students will be skilled at... - access accurate and valid information and resources. - knowing that there is local testing and treatment services available. - identify or cite specific sources - provide reason for needing to access information - evaluate validity of source - provide rationale for appropriateness of source - demonstrate ability to access appropriate community resources to meet specific needs - similarities and differences among a variety of health care products - demonstrating a thoughtful decision making process: show what options were considered, evaluating pros and cons of options, a clear decision statement, and reflection of the decision

• 5.12.5 Predict the potential short-term and long-term impact of each alternative on self and others. • 5.12.6 Defend the healthy choice when making decisions. • 5.12.7 Evaluate the effectiveness of health-related decisions.	• <i>how to validate fitness claims</i> • <i>validity of claims of nutritional supplements and weight loss products</i> • <i>prevention strategies associated with primary health care (i.e. BSE, pap smear, blood lipid panels)</i> • <i>benefits/risks of vaccinations</i> • <i>ways to promote skin health and factors that may affect skin health/aging</i> <u>vocabulary:</u> <i>common STIs, HIV, prenatal care, types of adoption, abortion, contraception, safe surrender, supplements, personal care products, carcinogens, product claims, “green washing”</i>	
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 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.		

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	