

Studies in Women's Health & Wellness:

Factors Influencing Women's Health

Stage 1 Desired Results			
ESTABLISHED GOALS: <u>Content 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 analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.(Health Comp 5) - 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> 1.12.2 Describe the interrelationships of emotional, intellectual, physical, and social health. 1.12.9 Analyze the potential severity of injury or illness if engaging in unhealthy behaviors. 2.12.2 Analyze how the culture supports and challenges health beliefs, practices, and behaviors. 2.12.5 Evaluate the effect of media on personal and family health. 2.12.6 Evaluate the impact of technology on personal, family, and community health. 2.12.7 Analyze how the perceptions of norms influence healthy and unhealthy behaviors.	Transfer Students will be able to independently use their learning to identify and analyze stereotypes of women, gender roles, sexual identity, race and social classes in the media.		
	Meaning ENDURING UNDERSTANDINGS Students will understand that... - women are portrayed in the media unrealistically and inaccurately. - the portrayal of women in the media can desensitize our culture and affect health behaviors. - media uses sexuality, violence, and gender roles to appeal to senses, to sell products, or to promote media. - the exploitation of women in the media creates negative attitudes toward women, limits career opportunities, creates an unrealistic expectation among men, leads to psychological disorders, increases likelihood and acceptance of sexual violence, and creates feelings of inadequacy.		ESSENTIAL QUESTIONS What positive influences can teens surround themselves with and how can these influences positively impact their health behaviors?
	Acquisition Students will know... - intrinsic, extrinsic, positive, and negative influences on a person’s health and wellness - the connection between positive influences and positive health behaviors - ways to use social media safely, legally, and respectfully. - the impact of social media on one’s health - the different ways sexuality is used in the media.		Students will be skilled at... - examining who/what influences positively promote healthy behaviors in various dimensions of health. - identifying positive influences to directly promote their own health and well being. - analyzing the external influences and societal messages that impact attitudes about bullying, sexual harrassment, sexual abuse, sexual assault, incest, rape, and dating violence.

● 2.12.8 Analyze the influence of personal values and beliefs on individual health practices and behaviors. ● 2.12.9 Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors. ● 2.12.10 Analyze how public health policies and government regulations can influence health promotion and disease prevention. ● 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.	● <i>how media can influence one's beliefs about what constitutes a healthy sexual relationship</i> ● <i>sexuality in the media can lead to different types of violence</i> - assault - rape - domestic violence - emotional/verbal abuse - physical abuse ● <i>the variety of media forms that portray women in the media and their motivations.</i> ● <i>how cultural views of women have changed with the development of current media vs. historical media</i> ● <i>how messages of gender roles and stereotypes can have an influence on attitudes, beliefs, and behaviors</i> ● <i>people can become more aware of gender role messages around us and make decisions about which ones to accept and to reject</i> ● <i>how the feminism movement impacts women's health and role in society</i> <u>vocabulary:</u> feminism, gender roles, racism, desensitization, sexualization, branding, connotation, consumers, demographics, critical viewing, media literacy, mass media, homophobia, sexist, slant, bias, stereotype, product placement, phallic symbolism, objectification of women, sexual orientation, and sexism	● <i>evaluating the impact of technology and the media on societal norms.</i> ● <i>determining the consequences to health because of media in our culture.</i> ● <i>analyzing the effect of media on personal and family health practices.</i> ● <i>demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.</i> ● <i>analyzing how personal behaviors can lead to unhealthy risky behaviors due to media impact and values.</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.		● Life & Career Skills ● Learning & Innovation Skills ● Communication, collaboration, creativity, and critical thinking ● Information, Media & Technology Skills

• 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.	
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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>Science Integration</i>	<i>College, Career, and Civic Life Integration</i>	<i>Technology Integration</i>
<i>District Materials</i>	<i>Distance Learning/Field Trips</i>	<i>Technology Resources</i>