

Studies in Women's Health & Wellness:

Goal Setting, Fitness & Body Image

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 analyze consequences of decisions, problem-solve, and set goals to enhance health or reduce health risks. (Health Comp 2) - 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) - 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> 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.	Transfer	
	Students will be able to independently use their learning to create a personal goal for self improvement in the area of health and wellness.	
	Meaning	
	ENDURING UNDERSTANDINGS Students will understand that... - body image affects self esteem and ultimately overall wellness in all dimensions. - an individual can be proactive in building positive body image to then build self esteem, happiness, and healthy choices. - media, technology, perceptions or norms can impact body image positively and negatively.	ESSENTIAL QUESTIONS How does positive self image and self esteem affect personal health choices?
	Acquisition	
	Students will know... - benefits and risks of physical activity - exercise needs: frequency, intensity, duration and type - types of exercise: cardiorespiratory, muscular strength and endurance, and flexibility - physiological responses to physical activity (energy expenditure, heart rate, respiratory rate, resting heart rate) - components of health-related fitness - personal physical activity levels - how to develop plans that include types and amounts of activity and focus on health related physical fitness	Students will be skilled at... - demonstrating personal introspection. - clarify personal expectations of self and others. - demonstrate personal responsibility to make health-enhancing choices. - identifying a realistic goal and writing a clear goal statement. - creating a plan for reaching a realistic goal. - identifying a reward for reaching a goal set. - examining the correlation between self empowerment and goal setting.

• 2.12.7 Analyze how the perceptions of norms influence healthy and unhealthy behaviors. • 2.12.8 Analyze the influence of personal values and beliefs on individual health practices and behaviors. • 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. • 6.12.1 Assess personal health practices and overall health status. • 6.12.2 Develop a plan to attain a personal health goal that addresses strengths, needs, and risks. • 6.12.3 Implement strategies and monitor progress in achieving a personal health goal. • 6.12.4 Formulate an effective long-term personal health plan.	• <i>strategies for overcoming barriers to physical activity</i> • <i>the importance of healthful eating and physical activity</i> • <i>how to assess personal nutritional needs, preferences and practices</i> • <i>strategies for overcoming barriers to healthful eating</i> • <i>how mood and emotions affect food choices</i> • <i>relationship between healthful physical activity and body composition</i> • <i>healthful weight management practices</i> • <i>how to develop and demonstrate a sense of empowerment</i> • <i>how to develop and demonstrate a positive body image</i> • <i>behaviors and symptoms of depression and other mental illness, e.g., obsessive compulsive disorder, impulse control disorders</i> • <i>interaction of alcohol and other drugs with mental illness</i> • <i>symptoms of eating disorders</i> • <i>When, where, why and how to get help</i> • <i>types of stressors, e.g., death, ending relationships, changing schools, rejection</i> • <i>coping strategies to reduce stress, including exercise</i> • <i>ways to avoid stress</i> • <i>how the use of social media is connected to health risk and health promotion</i> <u>vocabulary:</u> <i>body image, body talk, self image, self esteem, LGBT, gender identity, gender expression, transgender, self empowerment, eating disorders, stress, coping strategies, barriers to exercise</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.		• <i>Goal Setting</i> • <i>Problem Solving</i> • <i>Reflecting</i>

- • **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	