

Grade 8: Advocacy/ Social & Emotional Health

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 analyze consequence of decisions, problem solve and set goals in order to promote healthy lifestyle. - 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> - SHAPE 1. Use functional health information to support health and well-being of self and others. - SHAPE 7. Demonstrate practices and behaviors to support health and well-being of self and others. - SHAPE 8. Advocate to promote health and well-being of self and others.	<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... - advocacy messages can be used in society to change opinions/norms positively and negatively. - the source of an advocacy message should be analyzed to determine validity and reliability.	ESSENTIAL QUESTIONS Does what I think about myself affect how I interact with others? Is advocacy effective?
	<i>Acquisition</i>	
	Students will know.... - the strategies to communicate respect for diversity, including mental and physical disabilities, culture, race/ethnicity, identity, as well as stigmas associated with anxiety and depression. - that effective advocacy includes a clear persuasive message (slogan), facts that support the health stance, engages the audience using a variety of media/images, and evokes emotion/thought.	Students will be skilled at... - advocating for the needs and rights of others. - advocating for a healthy social environment. - identifying a school health issue that needs to be addressed. - communicating respect for diversity. - analyzing stressors, e.g., death, ending relationships, changing schools, rejection. - applying coping strategies to reduce stress. - taking a clear, health-enhancing stand.

	• that an effective ad message clearly states the action to be taken. • the coping strategies to reduce, manage, or avoid stress. • the strategies for transitioning into high school and beyond. • the signs, behaviors, and symptoms of depression and other mental illness, including suicide and bullying. • the interaction of alcohol and other drug use with mental illness. • the when, why and where to get help for emotional issues. <u>vocabulary:</u> advocacy, persuasiveness, anxiety, depression, stressor, eustress, distress, suicide, coping	• supporting their position with relevant information. • demonstrating awareness of audience. • encouraging others to make healthful choices. • creating an effective/persuasive ad campaign that evokes thought or action.
Content Area Literacy Standards		21st Century Skills
• RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts. • RST.6-8.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. • RST.6-8.4 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 6-8 texts and topics. • WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		• <i>solve problems</i> • <i>think creatively</i> • <i>communicate clearly</i> • <i>collaborate with others</i> • <i>interact effectively with others</i>

Stage 2 - Evidence

Evaluative Criteria

Assessment Evidence

PERFORMANCE TASK(S):

	OTHER EVIDENCE:

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

<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
• <u>1.OA.1</u> Use	• <u>1.OA.1</u> Use
<i>Technology Integration</i>	<i>District Materials</i>
• <u>1.OA.1</u> Use	