

FAYETTE COUNTY PUBLIC SCHOOLS

Unit Framework for Advocacy – HS Health

Unit	Advocacy
<p>Big Ideas What enduring understandings are essential for application to new situations within or beyond this content?</p>	<p>Advocacy skills help students promote healthy norms and healthy behaviors.</p>
<p>Essential Questions What questions will provoke and sustain student engagement while focusing learning?</p>	<p>Standard 1</p> <ul style="list-style-type: none"> ● Can students summarize why alcohol or other drug use is an unhealthy way to manage weight or stress and analyze the relationship between using alcohol and other drugs with other drug risks? ● Can students analyze the dangers of driving while under the influence and the relationship between unintentional injuries while using alcohol and other drugs? ● Can students summarize the importance of healthy eating and physical activity in maintaining a healthy weight? ● Can students summarize important health screenings, immunizations, checkups, and examinations to maintain good health? ● Can students justify why abstinence from sex and drugs are the safest, most effective risk avoidance methods of protection from HIV, other STDs and pregnancy and summarize ways to prevent pregnancy and the sexual transmission of HIV and other STDs? ● Can students summarize why the presence of weapons increases the likelihood of injury and why it is important to tell an adult if there are people who are in danger of hurting themselves or others? ● Can students describe actions to take if weapons are seen or suspected in school or outside the supervision of a parent or guardian?
<p>Power Standards Which standards provide endurance beyond the course, leverage across multiple disciplines, and readiness for the next level?</p>	<p>Standard 8: Advocate for personal, family, and community health.</p> <p>8.1 Use peer and societal norms, based on accurate health information, to formulate health-enhancing messages that promote healthy behaviors.</p> <p>8.2 Persuade and support others to engage in behaviors that promote emotional health, reduce the risk of disease and reduce violence.</p> <p>8.3 Encourage others not to bully or otherwise disrespect a person based on factors such as race, religion, sexuality, ethnicity, and/or disabilities.</p> <p>8.4 Encourage schools and communities to promote healthy behaviors that reduce the risk of disease and violence and promote</p>

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	<p>positive emotional health messages and services to improve the health of self and others.</p>
<p>Supporting Standards Which related standards will be incorporated to support and enhance the enduring standards?</p>	<p>Standard 1</p> <p>1.4 Summarize why alcohol or other drug use is an unhealthy way to manage weight or stress and analyze the relationship between using alcohol and other drugs with other drug risks.</p> <p>1.6 Analyze the dangers of driving while under the influence and the relationship between unintentional injuries while using alcohol and other drugs.</p> <p>1.10 Summarize the importance of healthy eating and physical activity in maintaining a healthy weight.</p> <p>1.18 Summarize important health screenings, immunizations, checkups, and examinations to maintain good health.</p> <p>1.23 Justify why abstinence from sex and drugs are the safest, most effective risk avoidance methods of protection from HIV, other STDs and pregnancy and summarize ways to prevent pregnancy and the sexual transmission of HIV and other STDs.</p> <p>1.36 Describe actions to take if weapons are seen or suspected in school or outside the supervision of a parent or guardian.</p> <p>1.38 Summarize why the presence of weapons increases the likelihood of injury and why it is important to tell an adult if there are people who are in danger of hurting themselves or others.</p>
<p>Essential Vocabulary What vocabulary must students know to understand and communicate effectively about this content?</p>	<p>Advocate Option Advocating for self, Advocating for others Audience Influences Reliable Pro social Advocacy Norms Community health Personal health Family health Conviction</p>
<p>Cross Curriculum Connections Are there opportunities to make connections to other disciplines (standards and curriculum programs)?</p>	<p>Social Studies: Identify a historical figure and how they advocated for positive change.</p> <p>Language Arts: Examine how characters in a book advocate for themselves or others. Write a well- developed persuasive essay to explain an opinion with supporting facts and details. Public speaking for advocacy.</p>

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	<p>Science: Use scientific measurements and knowledge to advocate for a position or need.</p> <p>Physical Education: Develop a project to advocate for physical fitness/physical activity.</p> <p>21st Learning Skills</p> <ul style="list-style-type: none"> ● Collaboration ● Creativity ● Problem Solving ● Leadership ● Initiative ● Leadership ● Productivity ● Communication
<p>Assessing Learning</p> <p>How will you know when students have learned? How do you know students have successfully met the learning intention?</p>	<p>Standard 8: Advocate for personal, family, and community health.</p> <ul style="list-style-type: none"> ● Students can use peer and societal norms, based on accurate health information, to formulate health-enhancing messages that promote healthy behaviors ● Students can persuade and support others to engage in behaviors that promote emotional health, reduce the risk of disease and reduce violence. ● Students can encourage others not to bully or otherwise disrespect a person based on factors such as race, religion, sexuality, ethnicity, and/or disabilities. ● Students can encourage schools and communities to promote healthy behaviors that reduce the risk of disease and violence and promote positive emotional health messages and services to improve the health of self and others. <p>Mastery at the 9-12 level:</p> <ul style="list-style-type: none"> • Students are able to identify a health-enhancing behavior using peer and societal norms. • Students are able to demonstrate how they can influence and support others into making positive health choices. • Students are able to work cooperatively with a group, analyze and solve various barriers they may encounter • Students are able to adapt the health message to a specific audience. • Students are able to reflect on the process and make adjustments as needed.
<p>Instructional Strategies and Other Resources</p>	<p>https://www.aeseducation.com/blog/what-are-21st-century-skills</p>

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www.rmc.org

<https://healthsmartva.org/>

<https://www.cdc.gov/healthyschools/sher/standards/3.htm>

Lesson Planning for Skills-Based Health Education

****Each Unit Framework guides planning and delivery of instruction. An Instructional Planning Companion tool to guide instructional planning (Unit/Lesson Plans) can be found on the Curriculum Platform.**