

# FAYETTE COUNTY PUBLIC SCHOOLS

## Unit Framework for Advocacy – 7th Health

Unit	Advocacy
<p><b>Big Ideas</b> What enduring understandings are essential for application to new situations within or beyond this content?</p>	<p>The health skill, Advocacy for Self &amp; Others, helps students build the capacity to promote their healthy behaviors and to encourage their peers to develop and maintain their own healthy behaviors. This health skills is separated into two stages: Advocacy for Self and Advocacy for Others. Development of both stages of this health skill enables students to engage as active citizens in all areas of society.</p> <p>Advocacy is an integral part of the health education process. A person who is proficient in advocacy is able to promote their own healthy behaviors, as well as encourage others to develop and maintain their own healthy behaviors. Advocacy is a complex skill that requires students to build upon several other skills. True advocates must consider the viewpoints of different audiences and then use that information to shape their own beliefs and messages. Finally, advocates convince others to accept their beliefs. True mastery of advocacy creates a tool for change. Advocacy is a foundational skill that enables students to become active and engaged citizens in all areas of society.</p> <p>In grades 6-8, students can advocate for themselves and for the health and wellbeing of others. As students' progress in this grade span, their perspective can expand beyond an individual to larger groups, such as the classroom, schools, and the community. Students begin to understand the broader community and can identify the needs of others. To effectively advocate for the community, students need to be able to gather accurate and reliable information on an issue, problem, or need; form an opinion based on their research; identify other perspectives; and develop and deliver effective and persuading messages to others. The focus at this grade span should center on the community level, which can be supported by service learning projects.</p> <p>Source: <a href="http://www.rmc.org">www.rmc.org</a></p>

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<p><b>Essential Questions</b>          What questions will provoke and sustain student engagement while focusing learning?</p>	<p>Standard 1</p> <ul style="list-style-type: none"> <li>• Can students determine reasons why people choose to use or not to use alcohol and other drugs and describe situations that could lead to the use of alcohol and other drugs?</li> <li>• Can students describe the relationship between using alcohol and other drugs and injuries?</li> <li>• Can students explain the similarities and differences among nutrients regarding nutritional value and food sources?</li> <li>• Can students describe major chronic diseases and their relationship to what people eat and their physical activity level?</li> <li>• Can students describe how sharing or posting personal information electronically about self or others on social media sites can negatively impact mental and emotional health?</li> <li>• Can students explain the behavioral and environmental factors that contribute to the major chronic diseases?</li> <li>• Can students determine the benefits of being sexually abstinent and summarize ways to prevent pregnancy?</li> <li>• Can students explain why individuals have the right to refuse sexual contact?</li> <li>• Can students describe examples of dangerous or risky behaviors that might lead to injuries?</li> <li>• Can students describe the signs and symptoms of people who are in danger of hurting themselves or others and explain the importance of telling an adult if there are people who are in danger of hurting themselves or others?</li> </ul> <p>Standard 8</p> <ul style="list-style-type: none"> <li>• Can students express a health-enhancing position, supported with accurate information, to improve the personal health and wellness of others?</li> <li>• Can students demonstrate how to influence and support others (peers, family and community) to make positive behavior choices to improve personal health and wellness?</li> </ul>
<p><b>Power Standards</b>          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>7.8.1. Express a health-enhancing position, supported with accurate information, to improve the personal health and wellness of others.</p> <p>7.8.2. Demonstrate how to influence and support others (peers, family and community) to make positive behavior choices to improve personal health and wellness.</p>

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<p><b>Supporting Standards</b> Which related standards will be incorporated to support and enhance the enduring standards?</p>	<p>7.1.1. Determine reasons why people choose to use or not to use alcohol and other drugs and describe situations that could lead to the use of alcohol and other drugs.</p> <p>7.1.2. Describe the relationship between using alcohol and other drugs and injuries.</p> <p>7.1.3. Explain the similarities and differences among nutrients regarding nutritional value and food sources.</p> <p>7.1.4. Describe major chronic diseases and their relationship to what people eat and their physical activity level.</p> <p>7.1.6. Describe how sharing or posting personal information electronically about self or others on social media sites can negatively impact mental and emotional health.</p> <p>7.1.8. Explain the behavioral and environmental factors that contribute to the major chronic diseases.</p> <p>7.1.9. Determine the benefits of being sexually abstinent and summarize ways to prevent pregnancy.</p> <p>7.1.10. Explain why individuals have the right to refuse sexual contact.</p> <p>7.1.13. Describe examples of dangerous or risky behaviors that might lead to injuries.</p> <p>7.1.14. Describe the signs and symptoms of people who are in danger of hurting themselves or others and explain the importance of telling an adult if there are people who are in danger of hurting themselves or others.</p>
<p><b>Essential Vocabulary</b> What vocabulary must students know to understand and communicate effectively about this content?</p>	<p>advocacy, advocate, option, advocating for self, advocating for others, audience, influences, reliable.</p>
<p><b>Cross Curriculum Connections</b> 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.</p> <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>Source: <a href="http://www.rmc.org">www.rmc.org</a></p>

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	<p>21st Century Skills</p> <ul style="list-style-type: none"><li>• Communication</li><li>• Initiative</li><li>• Creativity</li><li>• Productivity</li><li>• Critical Thinking</li><li>• Social Skills</li></ul>
<p><b>Assessing Learning</b></p> <p>How will you know when students have learned? How do you know students have successfully met the learning intention?</p>	<p>Mastery at the 6-8 level:</p> <ul style="list-style-type: none"><li>• Students are able to define a health-enhancing position and taking a stand on that topic.</li><li>• Students are able to research information to support their position.</li><li>• Students are able to target an audience and persuade them to make healthy choices.</li><li>• Students are able to demonstrate conviction towards their topic.</li></ul> <p>Source: <a href="http://www.rmc.org">www.rmc.org</a></p>
<p><b>Instructional Strategies and Other Resources</b></p>	<p><a href="https://www.aeseducation.com/blog/what-are-21st-century-skills">https://www.aeseducation.com/blog/what-are-21st-century-skills</a></p> <p><a href="http://www.rmc.org">www.rmc.org</a></p> <p><a href="https://healthsmartva.org/">https://healthsmartva.org/</a></p> <p><a href="https://www.cdc.gov/healthyschools/sher/standards/3.htm">https://www.cdc.gov/healthyschools/sher/standards/3.htm</a></p> <p>Lesson Planning for Skills-Based Health Education</p>
<p><b>**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.</b></p>	