

FAYETTE COUNTY PUBLIC SCHOOLS

Unit Framework for Advocacy – 6th Health

Unit	Advocacy
<p>Big Ideas What enduring understandings are essential for application to new situations within or beyond this content?</p>	<p>The health skill, Advocacy for Self & 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: www.rmc.org</p>

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<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 differentiate between proper use and abuse of prescription and over-the-counter medicines and distinguish between the benefits and consequences of using and not using alcohol and other drugs?• Can students explain the risks associated with using alcohol or other drugs and riding in a motor vehicle?• Can students summarize the benefits of good hygiene practices?• Can students summarize actions to take to protect oneself against potential damage from exposure to the sun?• Can students summarize the dangers of experimenting with tobacco products and the benefits of being tobacco-free?• Can students identify a variety of non-violent ways to respond to stress when angry or upset and explain why it is important to understand the perspective of others in resolving conflict situations nonviolently?• Can students describe how the presence of weapons increases the risk of serious violent injuries? <p>Standard 8</p> <ul style="list-style-type: none">• Can students state a health-enhancing position, supported with accurate information, to improve the personal health and wellness of others?• Can students describe how to influence and support others to make positive behavior choices to improve personal health and wellness?
<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>6.8.1. State a health-enhancing position, supported with accurate information, to improve the personal health and wellness of others.</p> <p>6.8.2. Describe how to influence and support others to make positive behavior choices to improve personal health and wellness.</p>

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<p>Supporting Standards Which related standards will be incorporated to support and enhance the enduring standards?</p>	<p>6.1.1. Differentiate between proper use and abuse of prescription and over-the-counter medicines and distinguish between the benefits and consequences of using and not using alcohol and other drugs.</p> <p>6.1.2. Explain the risks associated with using alcohol or other drugs and riding in a motor vehicle.</p> <p>6.1.5. Summarize the benefits of good hygiene practices.</p> <p>6.1.7. Summarize actions to take to protect oneself against potential damage from exposure to the sun.</p> <p>6.1.11. Summarize the dangers of experimenting with tobacco products and the benefits of being tobacco-free.</p> <p>6.1.12. Identify a variety of non-violent ways to respond to stress when angry or upset and explain why it is important to understand the perspective of others in resolving conflict situations nonviolently.</p> <p>6.1.13. Describe how the presence of weapons increases the risk of serious violent injuries.</p>
<p>Essential Vocabulary 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>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.</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: www.rmc.org</p> <p>21st Century Skills</p> <ul style="list-style-type: none">● Communication● Initiative● Creativity

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	<ul style="list-style-type: none"> • Productivity • Critical Thinking • Social Skills
<p>Assessing Learning 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"> • Students are able to define a health-enhancing position and taking a stand on that topic. • Students are able to research information to support their position. • Students are able to target an audience and persuade them to make healthy choices. • Students are able to demonstrate conviction towards their topic. <p>Source: www.rmc.org</p>
<p>Instructional Strategies and Other Resources</p>	<p>https://www.aeseducation.com/blog/what-are-21st-century-skills</p> <p>www.rmc.org</p> <p>https://healthsmartva.org/</p> <p>https://www.cdc.gov/healthyschools/sher/standards/3.htm</p> <p>Lesson Planning for Skills-Based Health Education</p>
<p>**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.</p>	