

TEXAS

English/Language Arts

Drawing on research that links the development of **personal narratives** to improvements in overall school performance and in personal identity development, the curriculum engages students in an **authentic writer's process** including:

- Drafting
- Reviewing
- Reflection
- Editing
- Research
- Re-writing their own original stories, plays or scripts

Students also learn to apply **story-writing techniques** to plot, theme, character development, and dialogue.

“High School students are expected to plan, draft and complete written compositions on a regular basis.”

English I: “Students write to persuade and to report and describe.”

English II: “An emphasis is placed on persuasive forms of writing, such as...personal forms of writing...may include...an autobiographical narrative.”

English III: “Students learn literary forms and terms.”

English IV: “Students are expected to write in a variety of forms, including personal and persuasive texts.”

Health Education

In the process of discussing, researching, writing and analyzing the topic of masculinity students will develop such Health Education **literacy and skills** as:

- Gender analysis
- Relationship management
- Communication
- Decision making
- Advocacy

As students write for the “What’s the REAL DEAL?” contest, they apply their increasing functional knowledge of **sexual health, sexual risk and violence prevention to real life situations**. The learning activities in the unit include:

- Role plays
- Research
- Creative writing
- Reflection portfolios
- Community action
- Discussion

Students will understand “health is influenced by a variety of factors.”

Students will understand “personal behaviors can increase or reduce health risks throughout the lifespan.”

Students can “recognize and utilize health information.”

Students will “understand personal/interpersonal skills are needed to promote individual and community health.”

Theater Arts

Students create, research, develop and perform original plays or scripts about masculinity. They can perform the plays or scripts they create for the school and for the wider community, as they become advocates on issues around masculinity. Field reporting from around the world suggests that projects that engage adolescents in writing and performing thematically relevant scripts can lead to increases in self-esteem, to greater civic engagement among youth and to increases in knowledge about sexual health issues.¹

“Students increase their understanding of self and others and develop clear ideas about the world.”

“Students communicate in a dramatic form, make artistic choices, solve problems, build positive self-concepts, and relate interpersonally.”

“Developing students who are appreciative and evaluative consumers of live theater, film, television and other technologies.”

Social Studies/ Civic Engagement

Students discuss, research (by applying the critical evaluation of sources) and analyze “change and continuity”; and “cause and consequence”; in society over time through the lens of masculinity. All the learning activities in the lessons on masculinity have extension activities specifically for Social Studies, in order to bring the learning on masculinity into the context of a school’s regular Social Studies content.

Citizenship: “The student understands the importance of the expression of different points of view in a democratic society. “The student is expected to...express and defend a point of view on an issue of contemporary interest in the United States.

Culture: “The student understands the relationship between government policies and the culture of the United States. The student is expected to analyze changes in American culture brought about by government policies such as voting rights and racial integration; and... describe an example of a government policy that has affected a particular racial,

¹ For example, one such project reported outcomes that were at least partially attributed to the intervention, including: changing attitudes among adults toward adolescents’ need for education; increased school attendance; changed gender norms (e.g., girls and boys no longer sitting separately at meetings, greater latitude for girls to speak with boys); greater utilization of health services, increased community goodwill toward project; increased motivation among peer counselors; reduced consumption of pornography (a project aim); drop in number of pregnancies and abortions among teenagers and unmarried girls. See United Nations Population Fund (UNFPA). 2006. “Art Is In Our Blood: Educational Street Theater in Sri Lanka.” In: Case Studies from RHIYA: Good Practices for Creating an Enabling Environment EU/UNFPA Reproductive Health Initiative for Youth in Asia (RHIYA).