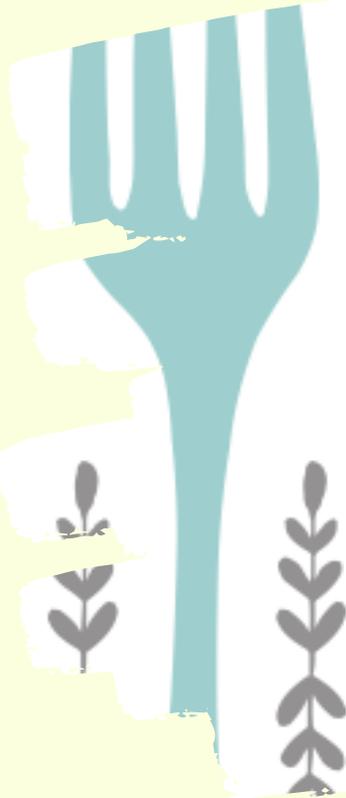


TEACHER EDITION

10TH GRADE EDITION

# CHOICE LED HEALTH



**HEALTH CAFÉ**

**Starters**

**Appetizers**

**Main Course**

**Desserts**

**SKILLS-BASED  
HEALTH  
CURRICUCLUM**

**PERSONALIZED  
LEARNING**

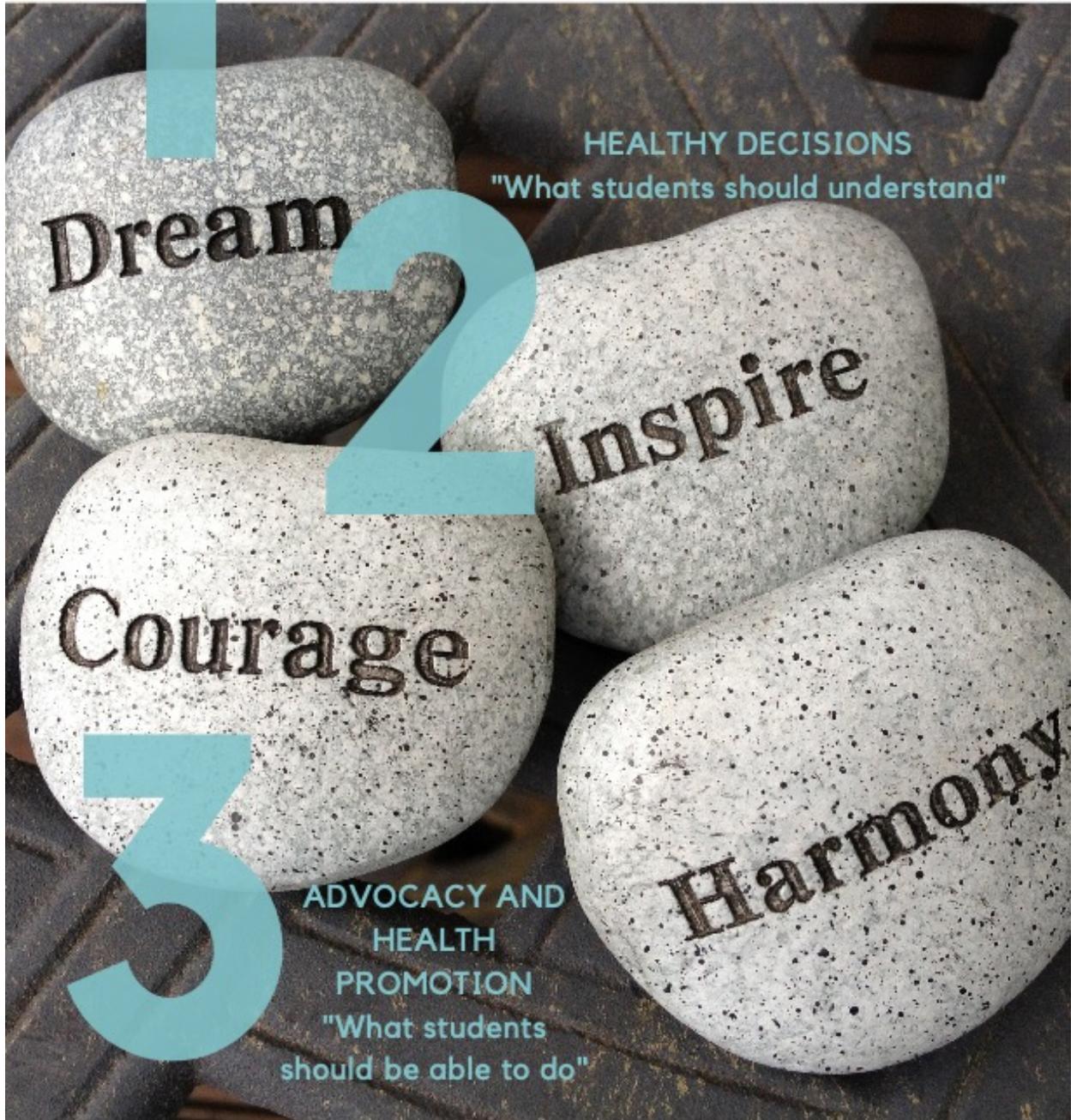
**STUDENT  
CHOICE &  
VOICE**

**VIRGINIA PUBLIC SCHOOLS**

1

ESSENTIAL HEALTH  
CONCEPTS

"What students should know"



HEALTHY DECISIONS

"What students should understand"

2

Courage

Inspire

3

ADVOCACY AND  
HEALTH  
PROMOTION

"What students  
should be able to do"

Harmony

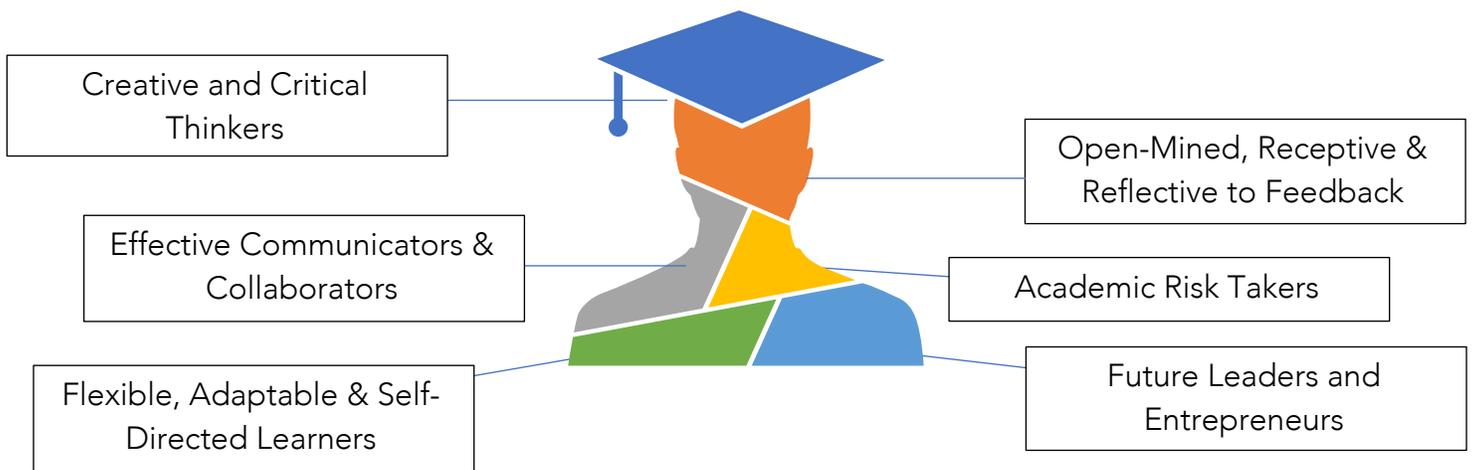
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# Choice Led Health Overview:

Choice Led Health is a skills-based health curriculum providing student learning experiences to deepen their knowledge, attitudes, and skills using a variety of participatory methods. A choice led health teacher personalizes instruction for all learners by providing a variety of “student choice and voice” assignments aligned with national and state health education standards. A choice led health classroom provides numerous solutions to increase student attention, recall information, and practice health related skills for a lifetime.

1. To ensure effective health curricula and practices, Choice Led Health curriculum was developed with the guidance of the Centers for Disease Control and Prevention Health Education Curriculum Analysis Tool (HECAT): <https://www.cdc.gov/healthyyouth/hecat/index.htm>
2. Curriculum was designed to personalize learning for all students using a backwards design lesson plan format.
  - a. Personalized learning aims to develop the whole child and empower them to take ownership of their learning by providing them with multiple pathways to demonstrate mastery learning in order to be successful and productive 21<sup>st</sup> century citizens in an ever-changing world.
  - b. Personalized Learning scholars strive to be:



# Backwards Design Framework:

*"The point of school is not to simply excel in each class, but to be able to use one's learning in other settings."*

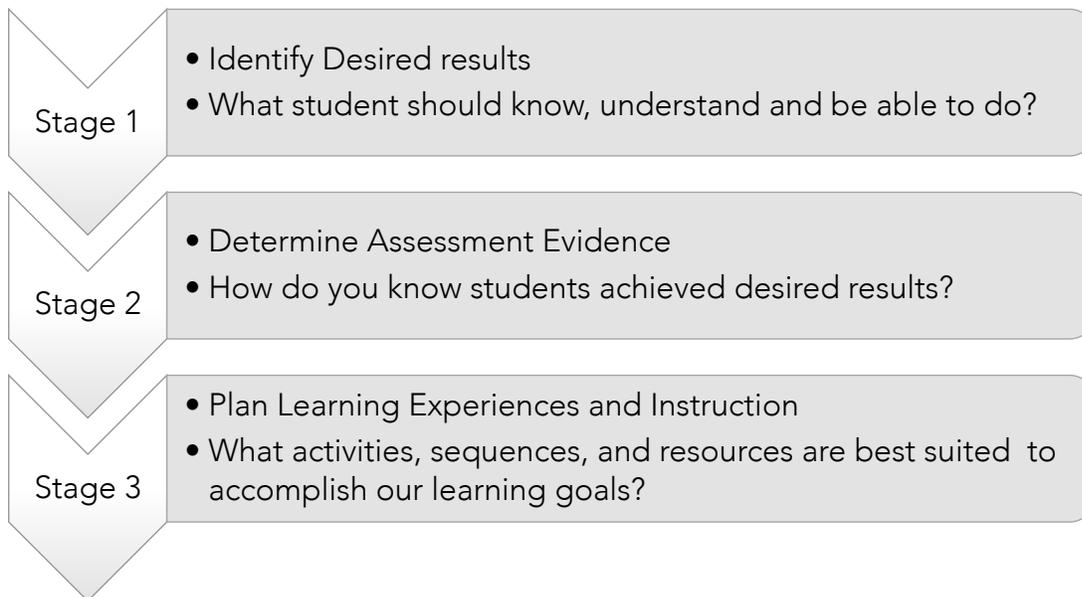
## Introduction: What is Backwards Design Planning?

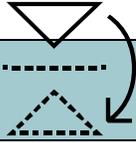
The backwards design planning offers a structure to guide curriculum, assessment, and instruction. The three-stage design process identifies (1) desired results, (2) evidence of student learning, and (3) learning experiences.

## The backwards design framework is based on:

1. learning is enhanced when teachers think purposefully about curricular planning.
2. deepening student understanding and transfer of learning.
3. understanding is revealed when students autonomously make sense of and apply their learning through authentic experiences.
4. curriculum is planned backward from long-term, desired results through a 3-stage design process.
5. teachers are coaches of understanding, not mere purveyors of content knowledge, skill, or activity.
6. a continual improvement approach to student achievement and teacher effectiveness.

## The Three Stages of Backward Design:





# Backwards Design Planning

Choice Led Health tenth grade health curriculum consists of lessons, resources, and content to cover at least 45 days of instruction. Each backwards design unit is aligned to Health Education Standards of Learning for Virginia Public Schools.

Recommended Order of Topics:	Estimated Instructional time
Mental Wellness/Social & Emotional Skills	5 days
Safety and Injury Prevention	5 days
Substance Abuse Prevention	5 days
Violence Prevention	5 days
Body Systems	5 days
Nutrition	5 days
Disease Prevention and Health Promotion	5 days
Community and Environmental Health	5 days
Physical Health	5 days

Curriculum is designed to be adaptable and flexible to each teacher's needs. Units are presented in the recommended order of instruction. Additionally, curriculum can be uploaded into an online platform to provide a blended student learning experience.

A Choice Led Health Classroom will not contain daily lesson plans. The curriculum was designed to be taught as "Units." Each unit will contain the three stages of backward design to ensure teachers and students understand the: (1) desired results, (2) assessment evidence and (3) learning plan activities.

#### Works Cited:

<https://www.storyboardthat.com/articles/e/what-is-ubd-understanding-by-design> (Ray, 2018)

Ray, Rebecca L. CURRICULUM UNIT Composition Writing 10th Grade English Language Arts. 14 July 2012. Lesson Plan. Fitchburg State University, Fitchburg, Massachusetts.

Wiggins, Grant P., and Jay McTighe. The Understanding by Design Guide to Creating High-Quality Units. Alexandria, VA: ASCD, 2011. Print

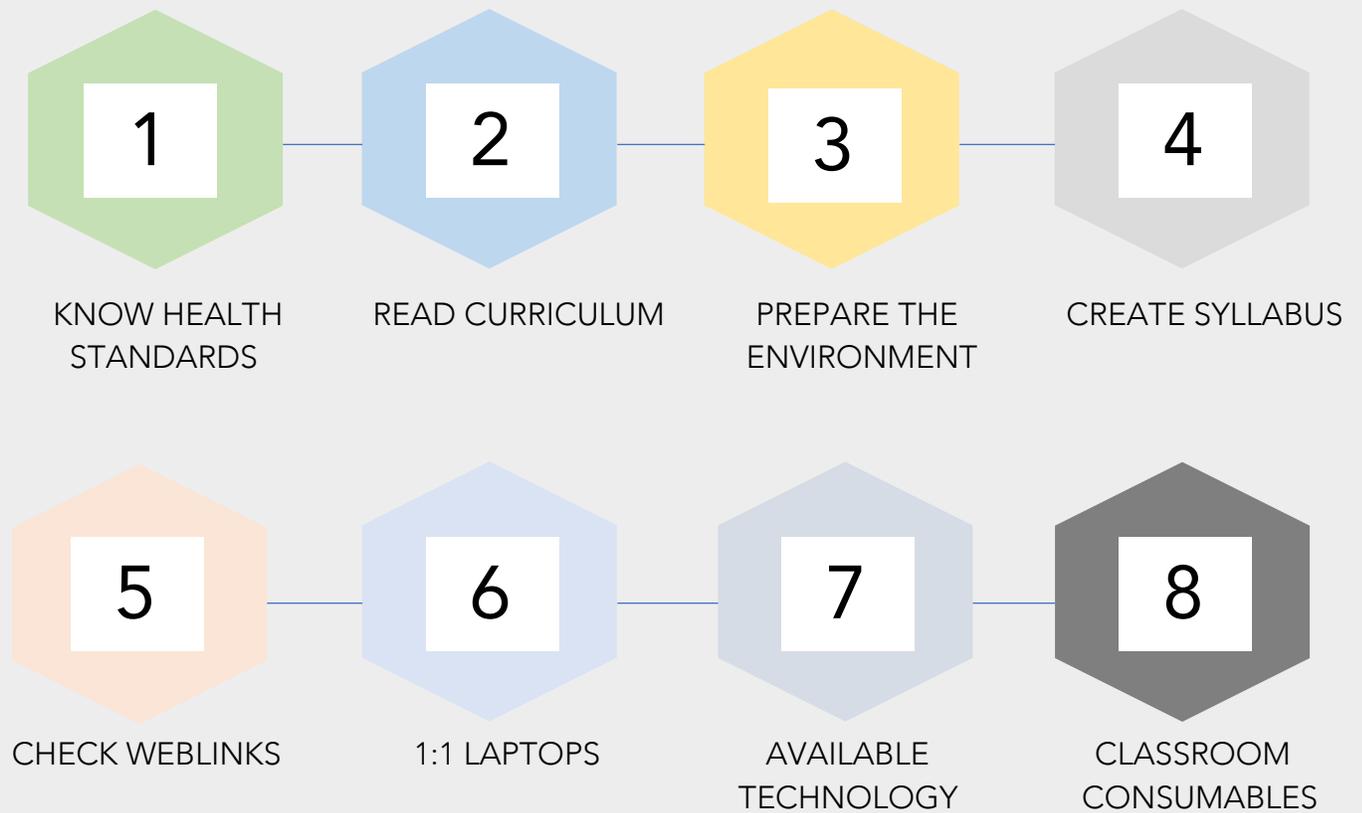


## “Prep Work”

1. Get to know your state and national health education standards.
2. Be familiar with the teacher Choice Led Health curriculum, Choice Led Health Café health menus, scoring rubrics and teacher deli.
3. Set-up your room for success: (*classroom environments matter*)
  - a. Allow for flexible seating
  - b. Make room for movement
  - c. Incorporate calming jars and incorporate fidget items
  - d. Bring in tables or arrange desks to allow for student collaboration
  - e. Use acrylic table sign holders and insert team roles and place on each table/desk team (see appendix).
  - f. Create anchor charts with health menu scoring rubrics, health standards, team roles, ticket to go (exit ticket), decision making models, team norms, (see appendix)
4. Create a classroom syllabus providing:
  - a. Instructor contact information
  - b. Online course link (if available)
  - c. Course Description
  - d. Materials needed for course
    - i. Headphones/ear buds
    - ii. Markers
    - iii. Notebook/folder
  - e. Grading procedures
  - f. Guardian Signature
  - g. If available, upload classroom syllabus, bell ringer videos, health menus, and scoring rubrics to an online platform to offer a blended learning experience for students. Additionally, an online platform will allow students to upload their “choice assignments” for class credit. NOTE: Choice Led Health can be delivered without 1:1 student laptops/devices.
5. Check web-links before instruction.
6. Create an online course for students to access. Upload mind maps, Google Drive templates (make copies to edit) & health menus.

7. Ensure students have access to their 1 to 1 laptop (if available).
8. Ensure classroom has access to LCD projector, screen, and speakers.
9. Suggested classroom materials:
  - a. Markers
  - b. White copy paper
  - c. Poster Paper
  - d. ¼ sheets of scrap paper (Exit Ticket)

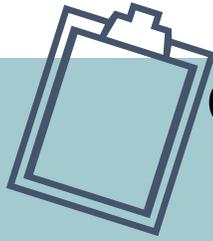
## PREP PROCESS





## Frequently Asked Questions:

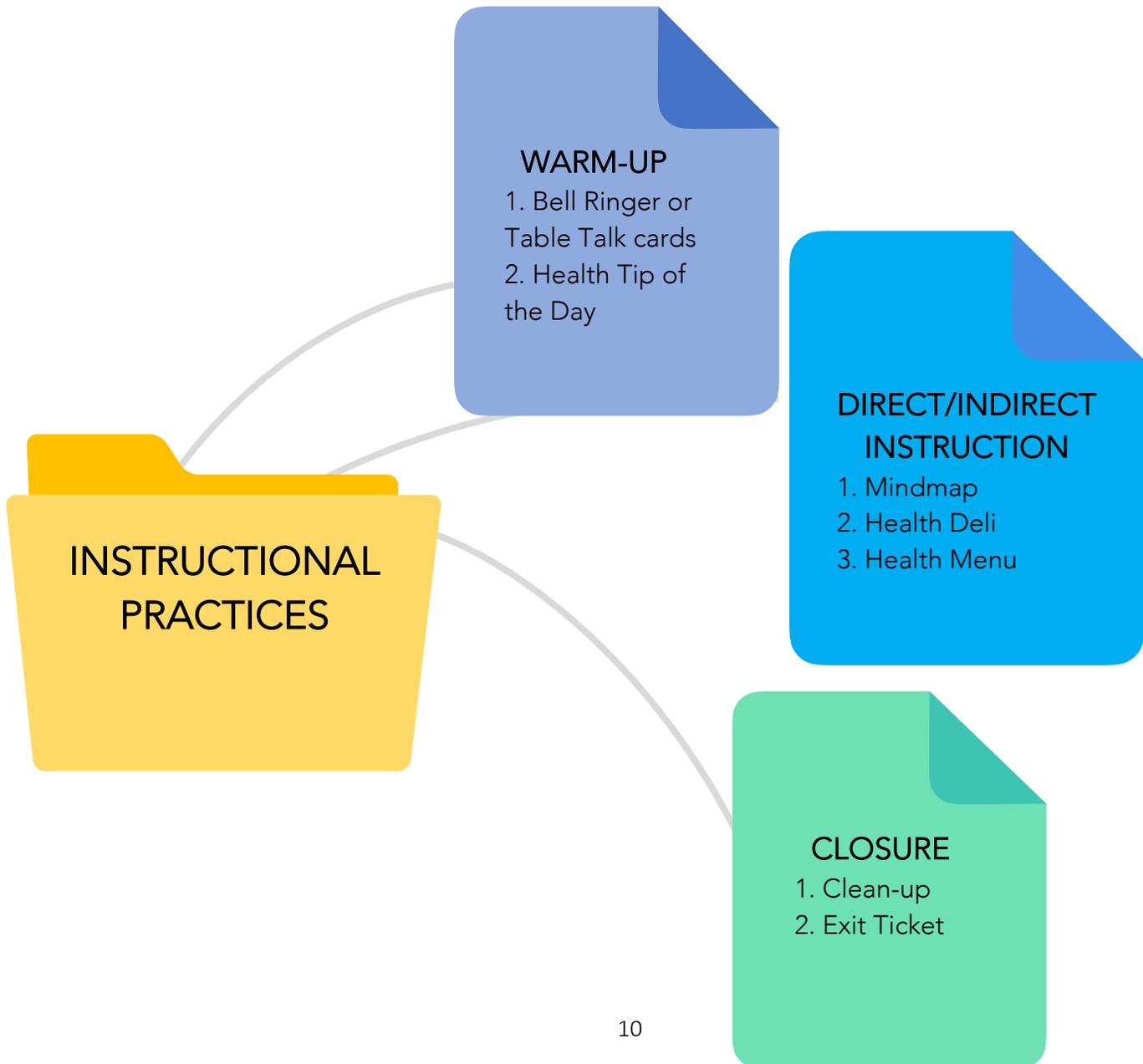
1. **“How are students graded?”**
  - a. Students are graded formally and informally.
  - b. Formal assignments include unit quizzes and end of course/semester final exam,
  - c. Informal assignments include health menu assignments.
  
2. **“What is on the student quizzes and final exam?”**
  - a. Quiz content is based on the content included in the mind maps for each particular unit.
  - b. End of course/final exam content is based on the content of ALL mind maps on the 8 Choice Led Health units of study.
  
3. **“Who makes the quizzes and final exam?”**
  - a. Since each district has different methods for administering a quiz or exam, each Choice Led Health teacher creates their own quiz or final exam. Choice Led Teachers can use the content from the mind maps to create the quizzes and final exam for students to take digitally or by hand.
  
4. **“Can students use their mind maps when taking a quiz or exam?”**
  - a. Since learning should be the pursuit of knowledge & how to access information, Choice Led Health encourages an “open-notebook” method when taking quizzes and exams. This way, students learn the importance of “keeping up” and organizing their mind maps to access them for the quiz or final exam.



# Choice Led Health Daily Agenda

*"The person who talks the most, learns the most."*

The "Stand and deliver" approach and lecturing students through a slide deck is over. Choice led Health is set-up to allow students to collaborate, explore, discover, problem-solve, share and learn from each other. Choice Led Health teachers are facilitators of instruction and guide students to seek solutions and answers on their health topics. In other words, **the spotlight is on the students more than the teacher.**



# Trauma-Informed Practices Special Considerations



Social and emotional learning (SEL) is a key component of health education instruction. More importantly, it is critical for educators to inform students where they can seek support when discussing sensitive health topics (e.g., assault prevention, abuse, sexual violence).

In preparing for Choice Led Health, intentionally incorporating SEL and informing students where to seek help will be essential to supporting students who are experiencing stress, trauma and other health related issues. Therefore, the following recommendations below should be considered:

Provide opportunities to connect with your students and for students to connect with one another. <i>Foster relationships and build a community within your classes.</i>
Use daily routines to incorporate SEL skills (e.g., “Table Talks”, health tip of the day, deep breathing exercises, moments of pause, zones of regulation). <i>Be a role model and incorporate into your own lifestyle.</i>
Prepare for students who may demonstrate a lack of social skills. <i>Inform and practice appropriate verbal and non-verbal communication skills.</i>
Intentionally highlight the SEL competencies being taught in student learning activities and discussions (e.g., self-awareness, self-management, responsible decision-making, relationship skills and social awareness).
Inform students who, where and how they can seek support (e.g., school counselor, school nurse, social worker, school psychologist, health department). <i>Post these community resources on your class website, course syllabus and classroom walls.</i>
Assess your students’ emotional needs. <i>How can you check-in with students in a safe and supportive way? How can you support students asking for help? What resources can you make available for students?</i>
Assess your emotional needs: <i>How are your emotions potentially affecting your interactions with students?</i>
How do my own experiences differ from those of my students? <i>What is culturally important and relevant to my students?</i>



## Stage 1: Identify Desired Results

### Students' Goals:

1. To demonstrate an understanding of health concepts, behaviors and skills that reduce health risks and enhance the health and wellness of oneself and of others throughout life. 10.1
2. To analyze, synthesize and evaluate the protective factors needed to make healthy decisions throughout life. 10.2
3. To advocate for personal and well-being and promote health-enhancing behaviors for others. 10.3

### Understandings:

1. Abuse is not always physical; it can also be verbal and psychological.
2. Relationships can be unhealthy when person exerts power and control over the other person.
3. A person's health is at risk if they do not get out of an abusive relationship.
4. Setting personal boundaries can help reduce and prevent relationship and dating violence.
5. Mental health symptoms can make it difficult for a person to function in daily life.
6. Many people believe people with a mental illness are violent and dangerous.
7. People with mental illnesses have faced discrimination in seeking employment and even housing.
8. Most people who seek help early for mental health problems can recover fully or able to live with and manage their illnesses.
9. Many who suffer from a mental health illness will deny they need

### Essential Questions:

1. Is all abuse physical and cause bodily harm?
2. What are the warning signs that a relationship might be heading toward abuse?
3. How can someone get out of an abusive relationship?
4. What are the misconceptions about mental illnesses and emotional challenges?
5. Why is there a social stigma attached to mental health?
6. How can we reduce the stigma and discrimination associated with mental health illnesses?
7. Where can someone get help for mental illnesses?
8. What are possible causes of mental health disorders?
9. What personal, family, and community resources are available to help oneself or others with a mental illness or mental challenge?

<p>help or be convinced they cannot be helped.</p>	
<p>Students will know...</p> <ol style="list-style-type: none"> <li>1. How to identify factors that can influence an individual's mental health, including family, social environment, trauma, genetics, brain chemistry, health behaviors, personal values, peers, media, technology, culture and community. 10.1k</li> <li>2. To identify characteristics of healthy, unhealthy, and abusive peer, family and dating relationships. 10.1l</li> <li>3. To identify health professionals and types of services available for mental illnesses and emotional challenges. 10.1m</li> <li>4. To identify different personal relationships teens are involved in and the characteristics of each. 10.1n</li> <li>5. To describe the stigma surrounding mental illnesses and challenges and the impact of stigma and discrimination on help-seeking behavior. 10.2k</li> <li>6. To explain the role of respecting the experiences of others; accepting differences; and establishing, communicating and respecting boundaries for healthy relationships. 10.2l</li> <li>7. To identify help-seeking strategies and resources and when to seek support for oneself and others with signs of mental illnesses or challenges (e.g., depression, suicide ideation). 10.2m</li> <li>8. To evaluate potentially harmful and abusive relationships, including dangerous dating situations. 10.2n</li> <li>9. To explain how demonstrating empathy, compassion and acceptance can support others who are dealing with mental illnesses and challenges and help reduce stigma. 10.3k</li> <li>10. To promote resources and strategies to address unhealthy and abusive peer, family, and dating relationships. 10.3l</li> <li>11. To advocate for the use of and the additional need for mental health resources at school and in the community. 10.3m</li> <li>12. To describe strategies to set personal boundaries to reduce and prevent relationship and dating violence. 10.3n</li> </ol>	

Students will be able to...

1. Demonstrate knowledge of subject material by gathering content through a variety of credible web resources.
2. Demonstrate knowledge of subject material by applying content in a variety of "student choice and voice" health menu assignments.
3. Demonstrate knowledge of subject material by evaluating and synthesizing subject content through a written response.

### Stage 2: Assessment Evidence

#### Performance Tasks:

1. Research practices
2. Guided notetaking
3. Slideshow
4. Skit
5. Public Service Announcement
6. Gameboard
7. InfoGraphic
8. Health fair board
9. Tri-fold pamphlet
10. Teach the Teacher
11. StoryBook
12. Hip Hop Health
13. iMovie/Flipagram/Animoto
14. SketchNotes
15. Peer editing
16. Blog
17. LiveWell magazine article
18. Podcast
19. Self-reflection responses

#### Other Evidence:

1. Tests/quizzes on content knowledge.
2. Ability to follow direction.
3. Grading rubrics addressing specific project based "Choice" assignments.
4. Ability to accept feedback and correct errors.

### Stage 3: Learning Plan

Learning Activities and Planned Lesson Instruction: Include supplemental student interactive activities from the "Teacher Deli" (see appendix) when necessary

#### **LESSON 1: WELCOME DAY**

- a) Welcome students to the course!
- b) Allow students to read the student course book
- c) Allow students to view "What is Choice Led Health?" video
- d) Allow students to watch "What are you expected to do?" video

- e) Allow students to watch "What are Table Talks?"
- f) Have students complete Table Talk discussion
- g) Have student's complete discussion assignment on course questions
- h) Students complete Choice Led Health Café assignment and upload to online platform

#### **LESSON 2:**

- a) Post daily announcement or Health Tip of the Day
- b) Students complete Table Talk discussion
- c) Students complete vision board assignment and upload to online platform
- d) Students complete course pre-assessment
- e) Students complete mindmap on healthy relationships and unhealthy relationships

#### **LESSON 3:**

- a) Post daily announcement or Health Tip of the Day
- b) Students complete Table Talk discussion
- c) Students complete mindmap on types of abuse and mental health experts
- d) Allow students to work on their health menu assignments

#### **LESSON 4:**

- a) Post daily announcement or Health Tip of the Day
- b) Students complete Table Talk discussion
- c) Students complete mindmap on importance of personal boundaries and how to create personal boundaries
- d) Students work on their health menu assignments

#### **LESSON 5:**

- a) Post daily announcement or Health Tip of the Day
- b) Students complete Table Talk discussion
- c) Student copy a mindmap on gang related behaviors & consequences
- d) Students complete their health menu Assignments
- e) Students take unit assessment (quiz questions should be based on mindmap content)
- f) Students complete their Exit Ticket

## SAFETY & INJURY PREVENTION



### Stage 1: Identify Desired Results

#### Students' Goals:

1. To demonstrate an understanding of health concepts, behaviors and skills that reduce health risks and enhance the health and wellness of oneself and of others throughout life. 10.1
2. To analyze, synthesize and evaluate the protective factors needed to make healthy decisions throughout life. 10.2
3. To advocate for personal and well-being and promote health-enhancing behaviors for others. 10.3

#### Understandings:

1. Posting online is instant, public and most often permanent.
2. People may behave differently online than they would in person.
3. To protect your online identity and reputation it is always important to think before you post.
4. To prevent posting inappropriate comments or pictures you should never post when you are angry or upset.
5. Future employers, colleges and coaches will more likely assess your digital footprint.
6. Easiest way to avoid chatting with internet predators is only message people you know.

#### Essential Questions:

1. How can sharing/posting information online be harmful to one's health?
2. How can someone reduce their risk of harm when posting/sharing information online?
3. What is appropriate to post online?
4. What is inappropriate to post online?
5. Who should I communicate with online?
6. Is it safe to communicate online?
7. What questions should I ask myself before posting online?

#### Students will know...

1. How to list examples and describe the risks of sharing/posting personal information online. 10.1j
2. How to identify what needs to be considered before posting pictures, videos and communicating with others online. 10.2j
3. How to promote safe practices related to online communication and in-person interactions with individuals one meets online. 10.3j

Students will be able to...

1. Demonstrate knowledge of subject material by gathering content through a variety of credible web resources.
2. Demonstrate knowledge of subject material by applying content in a variety of "student choice and voice" health menu assignments.
3. Demonstrate knowledge of subject material by evaluating and synthesizing subject content through a written response.

### Stage 2: Assessment Evidence

#### Performance Tasks:

1. Research practices
2. Guided notetaking
3. Slideshow
4. Skit
5. Public Service Announcement
6. Gameboard
7. InfoGraphic
8. Health fair board
9. Tri-fold pamphlet
10. Teach the Teacher
11. StoryBook
12. Hip Hop Health
13. iMovie/Flipagram/Animoto
14. SketchNotes
15. Peer editing
16. Blog
17. LiveWell magazine article
18. Podcast
19. Self-reflection responses

#### Other Evidence:

1. Tests/quizzes on content knowledge.
2. Ability to follow direction.
3. Grading rubrics addressing specific project based "Choice" assignments.
4. Ability to accept feedback and correct errors.

### Stage 3: Learning Plan

Learning Activities and Planned Lesson Instruction: Include supplemental student interactive activities from the "Teacher Deli" (see appendix) when necessary

#### LESSON 1:

- a) Post daily announcement and/or Health Tip of the day
- b) Students complete Table Talk discussion
- c) Introduce the Safety and Injury Prevention unit

- d) Students copy a mindmap on Internet Safety
- e) Student work on their health menu assignments

**LESSON 2:**

- a) Post daily announcement and/or Health Tip of the day
- b) Students complete Table Talk discussion
- c) Students copy a mindmap on Cyberbullying
- d) Students work on their health menu assignments

**LESSON 3:**

- a) Post daily announcement and/or Health Tip of the day
- b) Students complete Table Talk discussion
- c) Students copy a mindmap on Ways to Promote Yourself on Social Media
- d) Student work on their health menu assignments

**LESSON 4:**

- a) Post daily announcement and/or Health Tip of the day
- b) Students complete Table Talk discussion
- c) Students copy a mindmap on Think Before You Post
- d) Students work on their health menu assignments

**LESSON 5:**

- a) Post daily announcement and/or Health Tip of the day
- b) Students complete Table Talk discussion
- c) Students complete their health menu assignments
- d) Students take unit assessment (quiz questions should be based on mindmap content)
- e) Students complete their Exit Ticket

# Substance Abuse Prevention



## Stage 1: Identify Desired Results

### Students' Goals:

1. To demonstrate an understanding of health concepts, behaviors and skills that reduce health risks and enhance the health and wellness of oneself and of others throughout life. 10.1
2. To analyze, synthesize and evaluate the protective factors needed to make healthy decisions throughout life. 10.2
3. To advocate for personal and well-being and promote health-enhancing behaviors for others. 10.3

1. Many teens are misinformed by their own peers on the risks of using drugs and alcohol.
2. Social media and popular culture influences teens to use drugs and alcohol.
3. Teens who regularly use popular social media outlets are more likely to drink, use drugs and buy tobacco.
4. Almost 30 people die a day in the U.S. from a drunk driving crash.
5. Dozing off while driving is just as dangerous as a drunk driver.
6. Alcohol and drug use can cause liver disease, cardiovascular disease and cancer.
7. Being assertive and saying "no" with a strong and determined voice are effective refusal skills.
8. Teens should always leave an uncomfortable situation when others are using drugs, alcohol or tobacco.

### Essential Questions:

1. Why do some teens use or avoid drugs and alcohol?
2. What are some trends and factors that contribute to teen substance use?
3. Is there a relationship between drug and alcohol use and chronic diseases?
4. What are unsafe behaviors while riding in or operating a vehicle?
5. What are protective factors needed to reduce or prevent risk-taking behaviors?
6. How does assertive communication help resist the pressure to use alcohol, tobacco and other drugs?
7. What are the dangers of electronic cigarettes?
8. What are effective refusal and negotiation skills teens can use to avoid riding in a car with someone who has been using alcohol or other drugs?

Students will know...

1. How to research trends and factors that contribute to teen use/abuse and non-substance use of alcohol, tobacco, nicotine products (e.g., e-cigarettes) opioids and other drugs and their impact on the community. 10.1g
2. How to evaluate the causal relationship between tobacco, alcohol, inhalant and other drug use and chronic disease. 10.1h
3. How to identify unsafe behaviors that may result in unintentional injury while riding in or operating a vehicle. 10.1i
4. How to explain reasons why teenagers use or avoid drugs or alcohol and how positive role models can influence that decision. 10.2g
5. How to evaluate the protective factors needed to reduce or prevent risk-taking behaviors acts of violence and substance use. 10.2h
6. How to explain the role of environment, individual behavior, social norms, legislation and policies in preventing motor vehicle-related injuries. 10.2f
7. How to demonstrate assertive communication skills to resist pressure to use alcohol, tobacco and other drugs. 10.3g
8. How to educate others about the dangers of electronic cigarettes through a brochure, social media campaign or school club. 10.3h
9. How to encourage responsible teen driving behaviors and practice using refusal and negotiation skills to avoid riding in a car with someone who has been using alcohol or other drugs. 10.3i

Students will be able to...

1. Demonstrate knowledge of subject material by gathering content through a variety of credible web resources.
2. Demonstrate knowledge of subject material by applying content in a variety of "student choice and voice" health menu assignments.
3. Demonstrate knowledge of subject material by evaluating and synthesizing subject content through a written response.

## Stage 2: Assessment Evidence

### Performance Tasks:

1. Research practices
2. Guided notetaking
3. Slideshow
4. Skit
5. Public Service Announcement
6. Gameboard
7. InfoGraphic
8. Health fair board
9. Tri-fold pamphlet
10. Teach the Teacher
11. StoryBook
12. Hip Hop Health
13. iMovie/Flipagram/Animoto
14. SketchNotes
15. Peer editing
16. Blog
17. LiveWell magazine article
18. Podcast
19. Self-reflection responses

### Other Evidence:

1. Tests/quizzes on content knowledge.
2. Ability to follow direction.
3. Grading rubrics addressing specific project based "Choice" assignments.
4. Ability to accept feedback and correct errors.

## Stage 3: Learning Plan

Learning Activities and Planned Lesson Instruction: Include supplemental student interactive activities from the "Teacher Deli" (see appendix) when necessary

### LESSON 1:

- a) Post daily announcement and/or Health Tip of the day
- b) Students complete Table Talk discussion
- c) Students copy a mindmap on Why Teens May Use Drugs & Alcohol
- d) Students work on their health menu assignments

### LESSON 2:

- a) Post daily announcement and/or Health Tip of the day
- b) Students complete Table Talk discussion
- c) Students complete mindmap on Effective Refusal Skills
- d) Student work on their health menu assignments

**LESSON 3:**

- a) Post daily announcement and/or Health Tip of the day
- b) Students complete Table Talk discussion
- c) Students complete mindmap on Social Media and Teen Drug and Alcohol Use
- d) Students to work on their health menu assignments

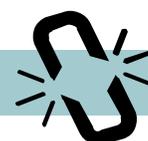
**LESSON 4:**

- a) Post daily announcement and/or Health Tip of the day
- b) Students complete Table Talk discussion
- c) Students complete mindmap on Unsafe Behaviors While Riding or Operating a Vehicle
- d) Students work on their health menu assignments

**LESSON 5:**

- a) Post daily announcement and/or Health Tip of the day
- b) Students complete Table Talk discussion
- c) Student copy a mindmap Chronic Diseases Commonly Associated with Substance Use Disorders
- d) Students complete their health menu assignments
- e) Students take unit assessment (quiz questions should be based on mindmap content)
- f) Students complete their Exit Ticket

# VIOLENCE PREVENTION



## Stage 1: Identify Desired Results

### Students' Goals:

1. To demonstrate an understanding of health concepts, behaviors and skills that reduce health risks and enhance the health and wellness of oneself and of others throughout life. 10.1
2. To analyze, synthesize and evaluate the protective factors needed to make healthy decisions throughout life. 10.2
3. To advocate for personal and well-being and promote health-enhancing behaviors for others. 10.3

### Understandings:

1. No matter how wisely you choose your friends, you will have to make decisions that may be difficult and unpopular.
2. Peers can influence how you dress, act and things you are involved in.
3. It is up to you, not your friends to decide what you value.
4. Assertive people state their opinions while being respectful of others.
5. Aggressive people attack or ignore others' opinions.
6. Setting disputes without violence is a peaceful form of resolution.
7. Friends and adult mentors can serve as role models and help avoid gang involvement.
8. Being involved in sports and extracurricular activities can help prevent someone from joining a gang.

### Essential Questions:

1. What skills are needed to avoid peer pressure?
2. How do peers influence each other?
3. What strategies are needed for a peaceful resolution of conflict?
4. What are the consequences for setting disputes with acts of violence?
5. What is the difference being assertive and being aggressive?
6. What are the consequences of gang involvement?
7. What protective factors are needed to prevent gang involvement?

### Students will know...

1. How to identify the skills needed to effectively navigate peer pressure situations. 10.1o

2. How to identify the consequences of using acts of violence to settle disputes. 10.1p
3. How to compare and contrast assertive and aggressive communication and how they affect conflict resolution. 10.1q
4. How analyze the short and long-term consequences of gang involvement on personal and community health now an in the future. 10.1r
5. How to examine the influences of peer approval and per pressure on decision making. 10.2o
6. How to identify protective factors and strategies that may prevent acts of violence. 10.2q
7. How to evaluate protective factors needed to prevent gang involvement.
8. How to demonstrate effective communication in response to situations influenced by peer pressure and/or peer approval. 10.3o
9. How to describe methods to avoid violent acts of aggression and use of weapons. 10.3p
10. How to practice procedures for peaceful resolution of conflict. 10.3q
11. How to describe and demonstrate methods of avoiding gang-related activity and gang involvement. 10.3r

Students will be able to...

1. Demonstrate knowledge of subject material by gathering content through a variety of credible web resources.
2. Demonstrate knowledge of subject material by applying content in a variety of "student choice and voice" health menu assignments.
3. Demonstrate knowledge of subject material by evaluating and synthesizing subject content through a written response.

### Stage 2: Assessment Evidence

#### Performance Tasks:

1. Research practices
2. Guided notetaking
3. Slideshow
4. Skit
5. Public Service Announcement
6. Gameboard
7. InfoGraphic
8. Health fair board
9. Tri-fold pamphlet
10. Teach the Teacher

#### Other Evidence:

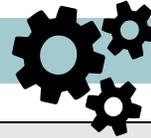
1. Tests/quizzes on content knowledge.
2. Ability to follow direction.
3. Grading rubrics addressing specific project based "Choice" assignments.
4. Ability to accept feedback and correct errors.

<ul style="list-style-type: none"> <li>11. StoryBook</li> <li>12. Hip Hop Health</li> <li>13. iMovie/Flipagram/Animoto</li> <li>14. SketchNotes</li> <li>15. Peer editing</li> <li>16. Blog</li> <li>17. LiveWell magazine article</li> <li>18. Podcast</li> <li>19. Self-reflection responses</li> </ul>	
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Stage 3: Learning Plan
<p>Learning Activities and Planned Lesson Instruction: Include supplemental student interactive activities from the “Teacher Deli” (see appendix) when necessary</p> <p><b>LESSON 1:</b></p> <ul style="list-style-type: none"> <li>a) Post daily announcement and/or Health Tip of the day</li> <li>b) Students complete Table Talk discussion</li> <li>c) Introduce the Violence Prevention unit</li> <li>d) Students copy a mindmap on Resistance Skills</li> <li>e) Student work on their health menu assignments</li> </ul> <p><b>LESSON 2:</b></p> <ul style="list-style-type: none"> <li>a) Post daily announcement and/or Health Tip of the day</li> <li>b) Students complete Table Talk discussion</li> <li>c) Students copy a mindmap on Assertive vs. Aggressive</li> <li>d) Students work on their health menu assignments</li> </ul> <p><b>LESSON 3:</b></p> <ul style="list-style-type: none"> <li>a) Post daily announcement and/or Health Tip of the day</li> <li>b) Students complete Table Talk discussion</li> <li>c) Students copy a mindmap on 10 Ways to Prevent Violence</li> <li>d) Student work on their health menu assignments</li> </ul> <p><b>LESSON 4:</b></p> <ul style="list-style-type: none"> <li>a) Post daily announcement and/or Health Tip of the day</li> <li>b) Students complete Table Talk discussion</li> <li>c) Students copy a mindmap on Avoiding Gang Involvement</li> <li>d) Students work on their health menu assignments</li> </ul>

**LESSON 5:**

- a) Post daily announcement and/or Health Tip of the day
- b) Students complete Table Talk discussion
- c) Student copy mindmap on Staying Out of Trouble
- d) Students complete their health menu assignments
- e) Students take unit assessment (quiz questions should be based on mindmap content)
- f) Students complete their Exit Ticket



## Stage 1: Identify Desired Results

### Students' Goals:

1. To demonstrate an understanding of health concepts, behaviors and skills that reduce health risks and enhance the health and wellness of oneself and of others throughout life. 10.1
2. To analyze, synthesize and evaluate the protective factors needed to make healthy decisions throughout life. 10.2
3. To advocate for personal and well-being and promote health-enhancing behaviors for others. 10.3

### Understandings:

1. Lymphatic system is part of the immune system protecting you against infection and disease.
2. The spleen, thymus, lymph nodes, lymph channels (vessels) tonsils & adenoids are major structures of the lymphatic system.
3. There are approximately 600-700 lymph nodes in the human body.
4. Prolonged sitting is harmful to the lymphatic system.
5. Get up every hour to keep your lymphatic system healthy.
6. Deep breathing helps move lymph (fluid) to the chest and liver area.
7. Jumping on a trampoline helps improve lymphatic drainage.
8. Getting a massage helps move and drain lymph from the body.
9. Dry skin brushing promotes lymph flow.
10. You should see a doctor if you have enlarged lymph nodes, swelling in arms or legs & redness.

### Essential Questions:

1. What is the Lymphatic System?
2. What are the major structures and functions off the Lymphatic System?
3. How many lymph nodes are in the human body?
4. What lifestyle behaviors can help improve lymph drainage?
5. What lifestyle behaviors can help someone clean up their lymphatic system?
6. When should someone seek medical advice if they suspect a lymphatic system disorder?

Students will know...

1. How to identify and describe the major structures and functions of the lymphatic system. 10.1a
2. How to describe the role of the lymphatic system in providing protection against the spread of disease and cancer. 10.2a
3. How to promote strategies for maintaining healthy cardiovascular and lymphatic systems. 10.3a

Students will be able to...

1. Demonstrate knowledge of subject material by gathering content through a variety of credible web resources.
2. Demonstrate knowledge of subject material by applying content in a variety of "student choice and voice" health menu assignments.
3. Demonstrate knowledge of subject material by evaluating and synthesizing subject content through a written response.

## Stage 2: Assessment Evidence

Performance Tasks:

1. Research practices
2. Guided notetaking
3. Slideshow
4. Skit
5. Public Service Announcement
6. Gameboard
7. InfoGraphic
8. Health fair board
9. Tri-fold pamphlet
10. Teach the Teacher
11. StoryBook
12. Hip Hop Health
13. iMovie/Flipagram/Animoto
14. SketchNotes
15. Peer editing
16. Blog
17. LiveWell magazine article
18. Podcast
19. Self-reflection responses

Other Evidence:

1. Tests/quizzes on content knowledge.
2. Ability to follow direction.
3. Grading rubrics addressing specific project based "Choice" assignments.
4. Ability to accept feedback and correct errors.

## Stage 3: Learning Plan

Learning Activities and Planned Lesson Instruction: Include supplemental student interactive activities from the "Teacher Deli" (see appendix) when necessary

### LESSON 1:

- a) Post daily announcement and/or Health Tip of the day
- b) Students complete Table Talk discussion
- c) Students copy a mindmap on the Lymphatic System
- d) Students to work on their health menu assignments

### LESSON 2:

- a) Post daily announcement and/or Health Tip of the day
- b) Students complete Table Talk discussion
- c) Students complete mindmap on How to Improve Lymph Drainage
- d) Students work on their health menu assignments

### LESSON 3:

- a) Post daily announcement and/or Health Tip of the day
- b) Students complete Table Talk discussion
- c) Students complete mindmap on Clean Up Your Lymphatic System
- d) Students work on their health menu assignments

### LESSON 4:

- a) Post daily announcement and/or Health Tip of the day
- b) Students complete Table Talk discussion
- c) Students complete mindmap on Lymphatic Disorder Symptoms
- d) Students work on their health menu assignments

### LESSON 5:

- a) Post daily announcement and/or Health Tip of the day
- b) Students complete Table Talk discussion
- c) Students complete their health menu assignments
- d) Students take unit assessment (quiz questions should be based on mindmap content)
- e) Students complete their Exit Ticket

# NUTRITION



## Stage 1: Identify Desired Results

### Students' Goals:

1. To demonstrate an understanding of health concepts, behaviors and skills that reduce health risks and enhance the health and wellness of oneself and of others throughout life. 10.1
2. To analyze, synthesize and evaluate the protective factors needed to make healthy decisions throughout life. 10.2
3. To advocate for personal and well-being and promote health-enhancing behaviors for others. 10.3

### Understandings:

1. Over the past two decades, young people and adults have gained weight leading to diabetes, high blood pressure and joint problems, as well as heart disease and cancers.
2. Trans Fats and Saturated fats should be reduced because they are risk factors for heart disease, obesity, and cancers.
3. Food advertisers often make glowing claims to sell their products, but the truth about foods can be found on the package's Food Fact Label.
4. Ethnic foods tend to be grain and vegetable rather than meat-focused, reducing undesirable fats and calories while increasing fiber, vitamins, and minerals.
5. Typical American serving sizes are 1.5 to 3 times larger than they should be.
6. Students rarely consider what they drink as food, forgetting that fluids can cost many empty calories.

### Essential Questions:

1. Why have young people and adults gained weight over the last two decades?
2. What are nutrient-dense foods?
3. Why are Trans fats and Saturated fats harmful to someone's health?
4. What are the components on a Nutrition Facts Label?
5. How should MyPlate guidelines be used for meal-planning?
6. What are the recommended portion and serving sizes in foods we eat?
7. Which drinks are healthier to consume?
8. Which foods are high in fiber?
9. How much food should someone consume based on their gender, height and weight and physical activity?
10. What are some myths about exercise?
11. What are some tools to customize a personal wellness plan?

<ol style="list-style-type: none"> <li>7. Americans typically fall short of the 20 grams or more fiber that is needed per day.</li> <li>8. Obesity is a concern for individuals as well as a worldwide problem.</li> <li>9. An effective personal wellness plan helps a person achieve a balanced lifestyle.</li> <li>10. Moderate exercise like walking shows high benefits over being sedentary and it can be done in several short spurts of 10-15 minutes.</li> </ol>	
<p>Students will know...</p> <ol style="list-style-type: none"> <li>1. how to identify a variety of diets (e.g., typical American, Mediterranean, vegetarian, vegan). 10.1b</li> <li>2. how to compare and contrast diverse diets (e.g., typical American, Mediterranean, vegetarian, vegan). 10.2.b</li> <li>3. how to create or modify a personal wellness plan (i.e., goals and action steps based on current guidelines) for healthy eating to meet current and future needs. 10.3b</li> </ol>	
<p>Students will be able to...</p> <ol style="list-style-type: none"> <li>1. Demonstrate knowledge of subject material by gathering content through a variety of credible web resources.</li> <li>2. Demonstrate knowledge of subject material by applying content in a variety of "student choice and voice" health menu assignments.</li> <li>3. Demonstrate knowledge of subject material by evaluating and synthesizing subject content through a written response.</li> </ol>	

## Stage 2: Assessment Evidence

### Performance Tasks:

1. Research practices
2. Guided notetaking
3. Slideshow
4. Skit
5. Public Service Announcement
6. Gameboard
7. InfoGraphic
8. Health fair board
9. Tri-fold pamphlet
10. Teach the Teacher
11. StoryBook
12. Hip Hop Health
13. iMovie/Flipagram/Animoto
14. SketchNotes
15. Peer editing
16. Blog
17. LiveWell magazine article
18. Podcast
19. Self-reflection responses

### Other Evidence:

1. Tests/quizzes on content knowledge.
2. Ability to follow direction.
3. Grading rubrics addressing specific project based "Choice" assignments.
4. Ability to accept feedback and correct errors.

## Stage 3: Learning Plan

Learning Activities and Planned Lesson Instruction: Include supplemental student interactive activities from the "Teacher Deli" (see appendix) when necessary

### LESSON 1:

- a) Post daily announcement and/or Health Tip of the day
- b) Students complete Table Talk discussion
- c) Students copy a mindmap on S.M.A.R.T Goals
- d) Student work on their health menu assignments

### LESSON 2:

- a) Post daily announcement and/or Health Tip of the day
- b) Students complete Table Talk discussion
- c) Students copy a mindmap on Types of Diets
- d) Students work on their health menu assignments

**LESSON 3:**

- a) Post daily announcement and/or Health Tip of the day
- b) Students complete Table Talk discussion
- c) Students copy a mindmap on Build a Healthy Eating Style
- d) Student work on their health menu assignments

**LESSON 4:**

- a) Post daily announcement and/or Health Tip of the day
- b) Students complete Table Talk discussion
- c) Students copy a mindmap on Recommended Food Portions
- d) Students work on their health menu assignments

**LESSON 5:**

- a) Post daily announcement and/or Health Tip of the day
- b) Students complete Table Talk discussion
- c) Students complete their health menu assignments
- d) Students take unit assessment (quiz questions should be based on mindmap content)
- e) Students complete their Exit Ticket

# DISEASE PREVENTION & HEALTH PROMOTION



## Stage 1: Identify Desired Results

### Students' Goals:

1. To demonstrate an understanding of health concepts, behaviors and skills that reduce health risks and enhance the health and wellness of oneself and of others throughout life. 10.1
2. To analyze, synthesize and evaluate the protective factors needed to make healthy decisions throughout life. 10.2
3. To advocate for personal and well-being and promote health-enhancing behaviors for others. 10.3

### Understandings:

1. Conditions in which people are born, grow, live, work and age impact personal health.
2. Mortality, morbidity and life expectancy are influenced by where you live.
3. Screening tests are an important part of preventative health care.
4. It is always better to prevent a disease than to treat it after it occurs.
5. Vaccination throughout childhood can help provide immunity before children are exposed to potentially life-threatening diseases.

### Essential Questions:

1. Does a person's zip code impact their personal health?
2. What social factors impact one's health?
3. Do environmental factors impact personal health?
4. How does the economy impact one's health?
5. What screening tests are recommended for different stages of life?
6. What is the purpose of immunizations and vaccines?

### Students will know...

1. How to identify technologies individuals can use to assess, monitor, improve and maintain health. 10.1d
2. How to identify regular screenings, immunizations, vaccines, tests and other medical examinations needed for different stages of life and their role in reducing health risks. 10.1e
3. How to identify and research a selected personal, community or global health issue. 10.1f
4. How to research the costs and benefits of various technologies that allow individuals to assess, monitor, improve and maintain health. 10.2d

5. How to explain the purpose of medical screenings, immunizations, vaccines and tests for different stages of life and the importance to health care throughout life. 10.2e
6. How to explain the impact of the social determinants of health on a selected personal, community or global health issue. 10.2f
7. How to promote strategies to help individuals select technologies to assess, monitor, improve and maintain health. 10.3d
8. How to determine strategies for improving access to health care and medical services for different stages of life. 10.3e
9. How to design strategies to address and communicate to others about a selected personal, community or global health issue. 10.3f

Students will be able to...

1. Demonstrate knowledge of subject material by gathering content through a variety of credible web resources.
2. Demonstrate knowledge of subject material by applying content in a variety of "student choice and voice" health menu assignments.
3. Demonstrate knowledge of subject material by evaluating and synthesizing subject content through a written response.

## Stage 2: Assessment Evidence

### Performance Tasks:

1. Research practices
2. Guided notetaking
3. Slideshow
4. Skit
5. Public Service Announcement
6. Gameboard
7. InfoGraphic
8. Health fair board
9. Tri-fold pamphlet
10. Teach the Teacher
11. StoryBook
12. Hip Hop Health
13. iMovie/Flipagram/Animoto
14. SketchNotes
15. Peer editing
16. Blog
17. LiveWell magazine article

### Other Evidence:

1. Tests/quizzes on content knowledge.
2. Ability to follow direction.
3. Grading rubrics addressing specific project based "Choice" assignments.
4. Ability to accept feedback and correct errors.

18. Podcast	
19. Self-reflection responses	

### Stage 3: Learning Plan

Learning Activities and Planned Lesson Instruction: Include supplemental student interactive activities from the "Teacher Deli" (see appendix) when necessary

#### LESSON 1:

- a) Post daily announcement and/or Health Tip of the day
- b) Students complete Table Talk discussion
- c) Students copy a mindmap on S.M.A.R.T Goals
- d) Student work on their health menu assignments

#### LESSON 2:

- a) Post daily announcement and/or Health Tip of the day
- b) Students complete Table Talk discussion
- c) Students copy a mindmap on Types of Diets
- d) Students work on their health menu assignments

#### LESSON 3:

- a) Post daily announcement and/or Health Tip of the day
- b) Students complete Table Talk discussion
- c) Students copy a mindmap on Build a Healthy Eating Style
- d) Students work on their health menu assignments

#### LESSON 4:

- a) Post daily announcement and/or Health Tip of the day
- b) Students complete Table Talk discussion
- c) Students copy a mindmap on Recommended Food Portions
- d) Students work on their health menu assignments

#### LESSON 5:

- a) Post daily announcement and/or Health Tip of the day
- b) Students complete Table Talk discussion
- c) Students complete their health menu assignments
- d) Students take unit assessment (quiz questions should be based on mindmap content)
- e) Students complete their Exit Ticket

# COMMUNITY & ENVIRONMENTAL HEALTH



## Stage 1: Identify Desired Results

### Students' Goals:

1. To demonstrate an understanding of health concepts, behaviors and skills that reduce health risks and enhance the health and wellness of oneself and of others throughout life. 10.1
2. To analyze, synthesize and evaluate the protective factors needed to make healthy decisions throughout life. 10.2
3. To advocate for personal and well-being and promote health-enhancing behaviors for others. 10.3

### Understandings:

1. Reducing risk to environmental health problems can improve the quality and length of your life.
2. A crisis management plan is a process a business, community, school and family follow when dealing with a disruptive or unexpected emergency situation.
3. Taking care your health is part of everyday life.
4. At some point in our lives, we all need to be able to find, understand and use health information and services.
5. Our health is determined by access to social and economic opportunities.
6. The conditions we live in can explain why some people are healthier than others.
7. Everyone deserves to have an equal opportunity to lead a quality life.

### Essential Questions:

1. What are some strategies to reduce the risk to environmental health?
2. What are some natural disasters and emergency situations that can affect my community?
3. What is a crisis management plan?
4. What health-related social issues impact my community?
5. Where can I access community resources for organ donation, homelessness, underage drinking and/or substance abuse?
6. How does the quality of the environment affect a person's health status and quality and length of life?
7. What does it mean to be health literate?
8. Why is important to develop and health literacy skills?
9. Which high school courses lead to health and medical science industry certifications?

	10. What attributes, characteristics and skills are needed to pursue a health career?
<p>Students will know...</p> <ol style="list-style-type: none"> <li>1. How to investigate natural disasters and emergency situations that affect the community. 10.1s</li> <li>2. How to explain the quality of the environment (e.g., secondhand smoke, carbon monoxide, allergens, lead, toxic chemicals) directly affects a person's health status and quality and length of life.10.1t</li> <li>3. How to identify health-related social issues such as organ donation, homelessness, the spread of infectious diseases, underage drinking, substance abuse and violence and their impact of the community. 10.3u</li> <li>4. Analyze how to health literacy and health-science skills prepare one to become a productive citizen. 10.3v</li> <li>5. How to describe attributes, characteristics, and interests of individuals in a health-related profession and the core academic skills needed for workplace in a health career. 10.3w</li> <li>6. How to identify life-threatening situations that may result from emergencies and natural disasters and community resources for emergency preparedness. 10.2s</li> <li>7. How to explain the role of health, wellness, education, safety and business professionals in addressing environmental health concerns. 10.2t</li> <li>8. How to describe how and where to access community resources related to organ donation, homelessness, underage drinking and/or substance abuse. 10.2u</li> <li>9. How to analyze how health literacy reduces health risks and enhances health and wellness of oneself and others throughout life. 10.2v</li> <li>10. How to research high school health and medical science industry-recognized credentials (e.g., personal trainer, athletic trainer, dietary aide, dental assistant, certified nurse assistant, home health aide, geriatric aide). 10.2w</li> <li>11. How to design crisis management strategies for natural disasters and emergency situations. 10.3s</li> <li>12. How to describe strategies to reduce risk to environmental health and establish goals for improving environmental health. 10.3t</li> <li>13. How to identify and create a plan to address a community health-related social issue, such as organ donation, homelessness, underage drinking or substance abuse. 10.3u</li> </ol>	

14. How to identify health promotion opportunities to enhance the health and wellness of oneself and others. 10.3v
15. How to identify high-school courses that lead to health and medical science industry certifications. 10.3w

Students will be able to...

1. Demonstrate knowledge of subject material by gathering content through a variety of credible web resources.
2. Demonstrate knowledge of subject material by applying content in a variety of "student choice and voice" health menu assignments.
3. Demonstrate knowledge of subject material by evaluating and synthesizing subject content through a written response.

### Stage 2: Assessment Evidence

Performance Tasks:

1. Research practices
2. Guided notetaking
3. Slideshow
4. Skit
5. Public Service Announcement
6. Gameboard
7. InfoGraphic
8. Health fair board
9. Tri-fold pamphlet
10. Teach the Teacher
11. StoryBook
12. Hip Hop Health
13. iMovie/Flipagram/Animoto
14. SketchNotes
15. Peer editing
16. Blog
17. LiveWell magazine article
18. Podcast
19. Self-reflection responses

Other Evidence:

1. Tests/quizzes on content knowledge.
2. Ability to follow direction.
3. Grading rubrics addressing specific project based "Choice" assignments.
4. Ability to accept feedback and correct errors.

### Stage 3: Learning Plan

Learning Activities and Planned Lesson Instruction: Include supplemental student interactive activities from the "Teacher Deli" (see appendix) when necessary

#### **LESSON 1:**

- a) Post daily announcement and/or Health Tip of the day
- b) Students complete Table Talk discussion
- c) Introduce the Violence Prevention unit.
- d) Students copy a mindmap on Resistance Skills
- e) Student work on their health menu assignments

#### **LESSON 2:**

- a) Post daily announcement and/or Health Tip of the day
- b) Students complete Table Talk discussion
- c) Students copy a mindmap on Assertive vs. Aggressive
- d) Students work on their health menu assignments

#### **LESSON 3:**

- a) Post daily announcement and/or Health Tip of the day
- b) Students complete Table Talk discussion
- c) Students copy a mindmap on 10 Ways to Prevent Violence

#### **LESSON 4:**

- a) Post daily announcement and/or Health Tip of the day
- b) Students complete Table Talk discussion
- c) Students copy a mindmap on Avoiding Gang Involvement
- d) Students work on their health menu assignments

#### **LESSON 5:**

- a) Post daily announcement and/or Health Tip of the day
- b) Students complete Table Talk discussion
- c) Student copy mindmap on Staying Out of Trouble
- d) Students complete their health menu assignments
- e) Students take unit assessment (quiz questions should be based on mindmap content)
- f) Students complete their Exit Ticket



## Stage 1: Identify Desired Results

### Students' Goals:

1. To demonstrate an understanding of health concepts, behaviors and skills that reduce health risks and enhance the health and wellness of oneself and of others throughout life. 10.1
2. To analyze, synthesize and evaluate the protective factors needed to make healthy decisions throughout life. 10.2
3. To advocate for personal and well-being and promote health-enhancing behaviors for others. 10.3

### Understandings:

1. Sleep is vital to personal health.
2. Ongoing sleep deficiency is linked to an increased risk of heart disease, kidney disease high blood pressure, diabetes and stroke.
3. It is important for individuals and communities to take responsibility to promote, maintain and protect health.
4. Setting personal health goals and monitoring your own progress can help you live a healthier lifestyle.

### Essential Questions:

1. What are the physical mental, social and academic benefits of sufficient sleep?
2. What is the relationship between sleep deficiency, chronic disease and the increased risk for injury and substance abuse?
3. What is the role of the environment, individual behavior, family history, social norms, legislation and policies in preventing chronic diseases?
4. How can a personal wellness plan help meet physical, sleep, hygiene to prevent communicable and chronic disease?

### Students will know...

1. How to explain the physical mental, social and academic benefits of sufficient sleep and the relationship between sleep deficiency, chronic disease and the increased risk for injury and substance abuse. 10.1c
2. How to explain the role of the environment, individual behavior, family history, social norms, legislation and policies in preventing chronic diseases. 10.2c
3. How to create or modify a personal wellness plan for physical activity, sleep, personal hygiene and other health-enhancing behaviors to meet current and future needs. 10.3c

Students will be able to...

1. Demonstrate knowledge of subject material by gathering content through a variety of credible web resources.
2. Demonstrate knowledge of subject material by applying content in a variety of choice assignments (posters, bi-fold pamphlets, Google slides, Stall Street Journal, Letter to Editor, podcasts, public service announcements).
3. Demonstrate knowledge of subject material by evaluating and synthesizing subject content by writing a written response.

### Stage 2: Assessment Evidence

Performance Tasks:

1. Research practices
2. Guided notetaking
3. Ted Talk
4. Mash-Up
5. Personal Action Plan
6. Peer editing
7. Self-reflection responses

Other Evidence:

1. Tests/quizzes on content knowledge.
2. Ability to follow direction.
3. Grading rubrics addressing specific project based "Choice" assignments.
4. Ability to accept feedback and correct errors.

### Stage 3: Learning Plan

Learning Activities and Planned Lesson Instruction: Include supplemental student interactive activities from the "Teacher Deli" (see appendix) when necessary.

#### LESSON 1:

- a) Post daily announcement or Health Tip of the Day
- b) Students complete Table Talk discussion
- c) Explain to students they only need to complete 1 Final Feast Project for this unit
- d) Allow students to work on their Final Feast Project

#### LESSON 2:

- a) Post daily announcement or Health Tip of the Day
- b) Students complete Table Talk discussion
- c) Allow students to work on their Final Feast Project

#### LESSON 3:

- a) Post daily announcement or Health Tip of the Day
- b) Students complete Table Talk discussion

- c) Allow students to work on their Final Feast Project

**LESSON 4:**

- a) Post daily announcement or Health Tip of the Day
- b) Students complete Table Talk discussion
- c) Allow students to work on their Final Feast Project

**LESSON 5:**

- a) Post daily announcement or Health Tip of the Day
- b) Students complete Table Talk discussion
- c) Students complete Final feast Project

# APPENDIX & WEBLINKS

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# TEAM ROLES

## COACH

Provides guidance and support for all team members. Ensures all members are involved and every voice is heard.

## TEAM MANAGER

Gets the equipment and materials for the team.

## STATISTICIAN

Takes notes for the team and reports out what the team discussed.

## ATHLETIC TRAINER

Provides help and gives aid when needed. Athletic trainer reports to the teacher to help clarify instructions for their team.

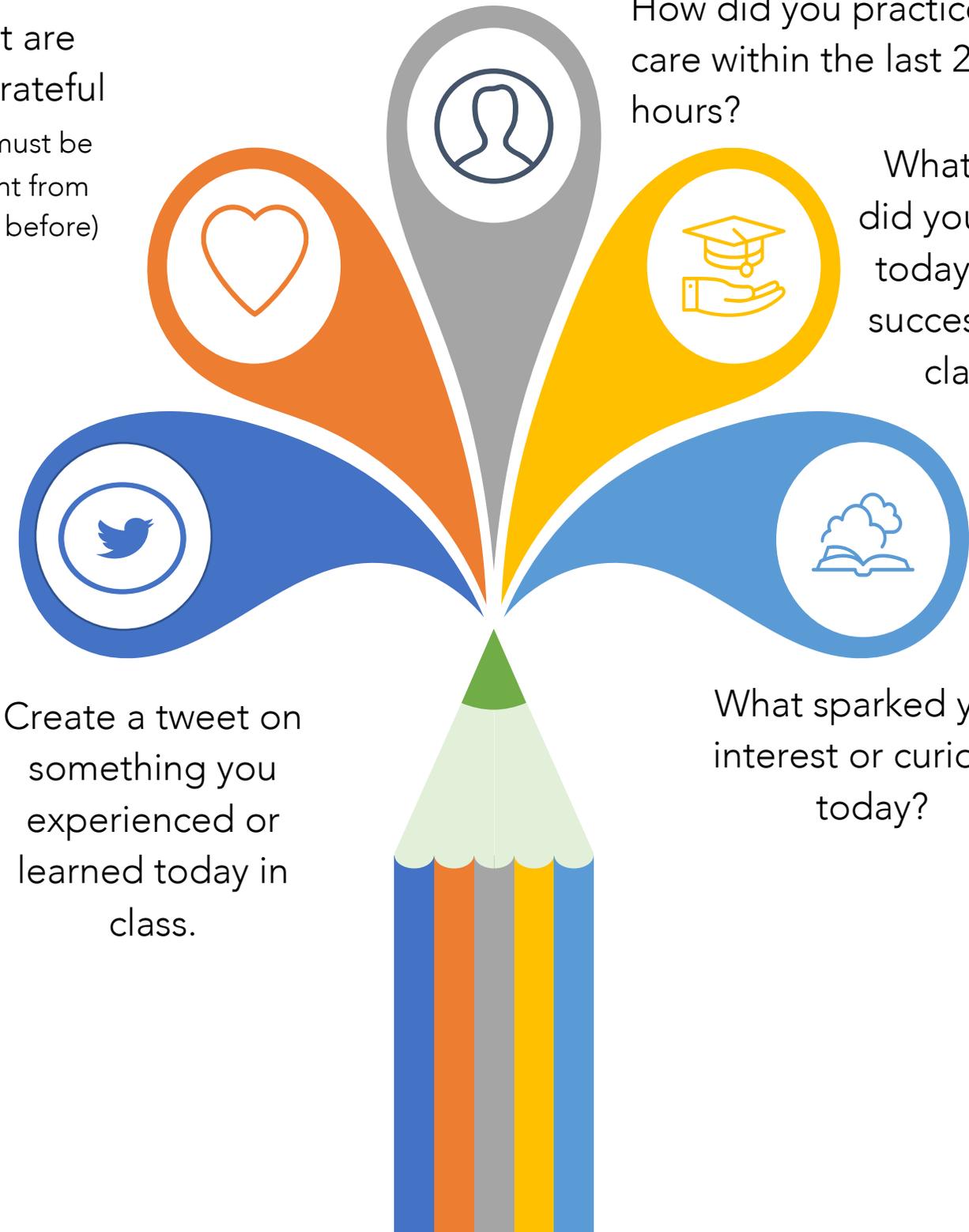


# Exit Ticket:

What are truly grateful for? (must be different from the day before)

How did you practice self-care within the last 24 hours?

What skills did you apply today to be successful in class?



Create a tweet on something you experienced or learned today in class.

What sparked your interest or curiosity today?

## Choice Led Health Quick Links

Choice Led Health Folder: <https://bit.ly/VAchoicedhealth>

Teacher Edition Course Books: <https://bit.ly/teachereditions>

Health Essential Topics: <https://bit.ly/CLHtopics>

Student Course Book: <https://bit.ly/studentcoursebook>

Curriculum Resources Folder: <https://bit.ly/CLHresources>

Google Drive Templates: <https://bit.ly/Googletemplates>

Mindmaps: <https://bit.ly/CLHmindmaps>

Scoring Rubrics: <https://bit.ly/CLHrubrics>

Health Tip of the Day: <https://bit.ly/healthtipofday>

Table Talks: <https://bit.ly/CLHtabletalks>

Teacher Deli: <https://bit.ly/CLHdeli>

## Scoring Rubrics

Main Entrée's	
Criteria	Points
<b>Comprehension of Concepts:</b> Contains at least 10 facts on the topic as it relates to health promotion and disease prevention to enhance health	10
<b>Accessing Resources:</b> Evidence of 3+ credible, valid and reliable sources of information	10
<b>Advocacy:</b> Message and product is persuasive and advocates for personal, family and community health	10
<b>TOTAL POINTS</b>	<b>30</b>

Desserts	
Criteria	Points
<b>Comprehension of Concepts:</b> Contains at least 10 facts on the topic as it relates to health promotion and disease prevention to enhance health	10
<b>Accessing Resources:</b> Evidence of 3+ credible, valid and reliable sources of information	10
<b>Advocacy:</b> Demonstrates the ability to advocate for personal, family and community health	10
<b>Interpersonal Communication:</b> Evidence of 3+ personal feelings and/or intent to enhance health and avoid or reduce health risks	
<b>TOTAL POINTS</b>	<b>40</b>

