

TEACHER EDITION

7TH GRADE EDITION

# CHOICE LED HEALTH



## HEALTH CAFÉ

Starters

Appetizers

Main Course

Desserts

SKILLS-BASED  
HEALTH  
CURRICUCLUM

PERSONALIZED  
LEARNING

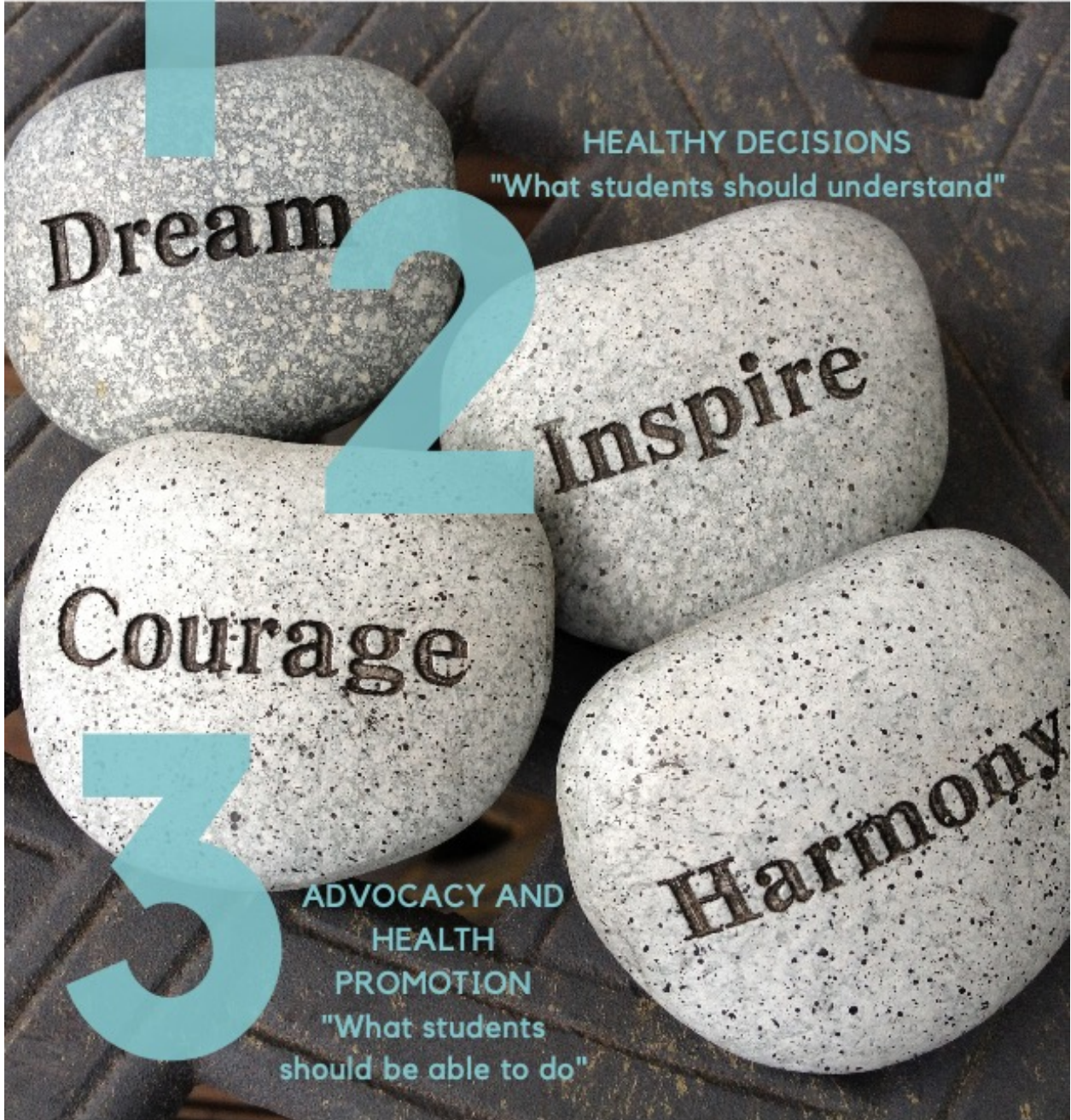
STUDENT  
CHOICE &  
VOICE

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

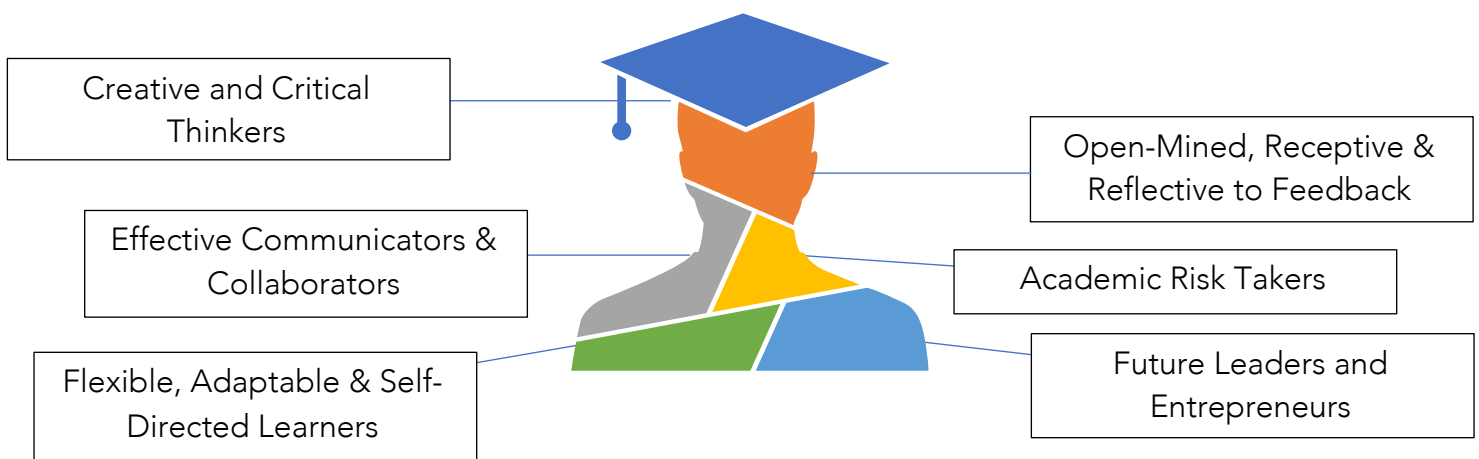
# CONTENTS

- 4 OVERVIEW  
*What is a Choice Led Health Classroom?*
- 5 BACKWARDS DESIGN FRAMEWORK  
*How is the curriculum designed?*
- 6 BACKWARDS DESIGN PLANNING  
*What do students need to know, understand and do?*
- 7 PREP WORK  
*What work needs to be done before teaching the Choice Led Health lessons?*
- 9 FAQ's  
*What are commonly asked questions?*
- 10 DAILY AGENDA  
*What will my daily lesson look like?*
- 11 TRAUMA INFORMED PRACTICES AND SPECIAL CONSIDERATIONS  
*How can I support students with sensitive health topics?*
- 12 UNIT PLANS  
*What are my lesson plans?*
- 53 APPENDIX  
*Where are the links and resources for the direct and indirect instruction?*

# 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."*

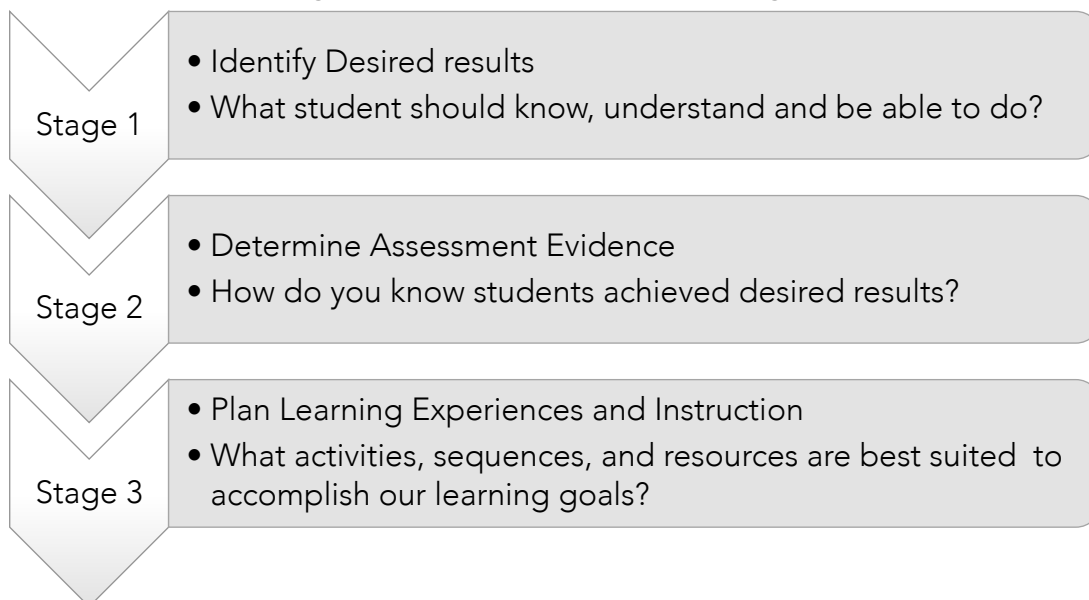
## Introduction: What is Backwards Design Planning?

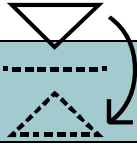
The backwards design planning offers a structure to guide curriculum, assessment, and instruction. The three-stage design process identifies (1) desired results, (2) evidence of student learning, and (3) learning experiences.

## 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 middle school curriculum consists of lessons, resources, and content to cover at least 90 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
Welcome and Introduction week	5 days
Mental Wellness/Social & Emotional Skills	10 days
Substance Abuse Prevention	10 days
Violence Prevention	10 days
Nutrition	10 days
Body Systems	10 days
Disease Prevention and Health Promotion	10 days
Safety and Injury Prevention	10 days
Community and Environmental health	10 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

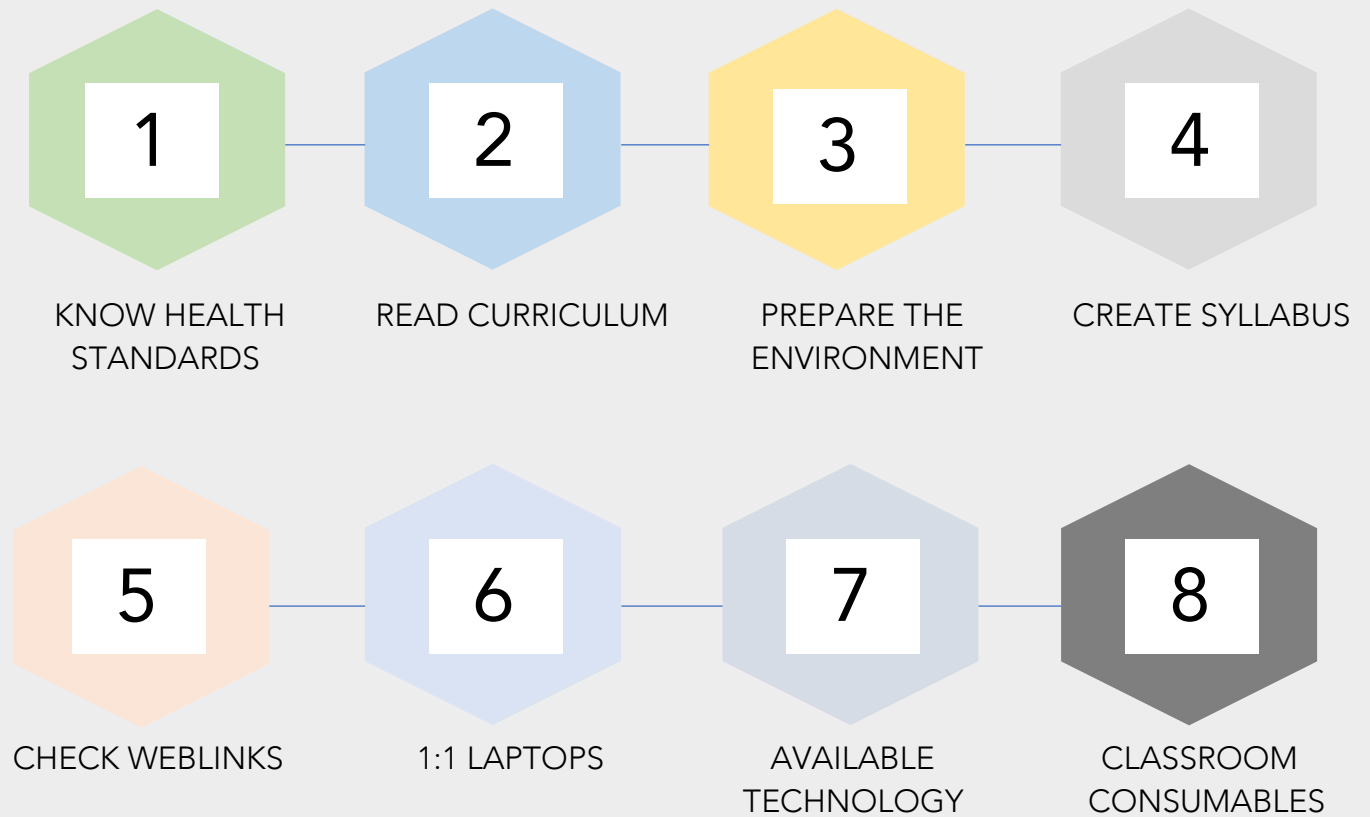


## “Prep Work”

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. NOTE: Most districts do not allow students to view content from outside organizations. You will need to make a copy of all the links and upload into your own Google Drive account to share with students.

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

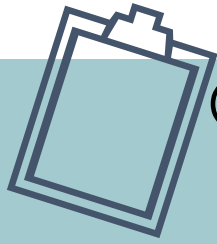






## Frequently Asked Questions:

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 mindmaps 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 for taking quizzes and exams. This way, students learn the importance of “keeping up” and organizing their mindmaps 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.**

## WARM-UP

1. Bell Ringer or Table Talk cards
2. Health Tip of the Day

## DIRECT/INDIRECT INSTRUCTION

1. Mindmap
2. Health Deli
3. Health Menu

## INSTRUCTIONAL PRACTICES

## CLOSURE

1. Clean-up
2. Exit Ticket

# 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. *Foster relationships and build a community within your classes.*

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). *Be a role model and incorporate into your own lifestyle.*

Prepare for students who may demonstrate a lack of social skills. *Inform and practice appropriate verbal and non-verbal communication skills.*

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). *Post these community resources on your class website, course syllabus and classroom walls.*

Assess your students’ emotional needs. *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?*

Assess your emotional needs: *How are your emotions potentially affecting your interactions with students?*

How do my own experiences differ from those of my students? *What is culturally important and relevant to my students?*

# Introduction Week



## Stage 1: Identify Desired Results

### Students' Goals:

1. To identify and explain essential health concepts to understand personal health. 7.1
2. To use decision-making skills to promote health and personal wellness. 7.2
3. To promote healthy schools, families and communities. 7.3

### Understandings:

1. Good interpersonal skills help you communicate more effectively with family, friends and co-workers.
2. Being able to communicate effectively is vital life skill.
3. Good communication skills are essential in order to deliver to understand information correctly.

### Essential Questions:

1. What are characteristics of healthy interpersonal relationships?
2. How can I demonstrate healthy nonverbal, verbal, written and visual communication methods?
3. How does empathy, compassion and acceptance support healthy relationships?
4. How do I demonstrate empathy, compassion and acceptance for others?
5. How can I express and respond to my emotions in a healthy way?
6. Where can I go for help if I am having difficulty regulating my emotions?

### Students will know...

1. How to identify healthy verbal, nonverbal, written and visual communication. 7.1s
2. How to explain empathy, compassion and acceptance of others support healthy relationships. 7.2p
3. How to develop healthy ways to identify, express and respond to emotions and identify resources for help and support. 7.2r
4. How to design ways to demonstrate empathy, compassion and acceptance for others to support healthy relationships. 7.3q
5. How to demonstrate healthy verbal, nonverbal, written and visual communication. 7.3t

6. How to identify personal, family, school, community and healthcare professional resources that can help oneself and others with mental illnesses and challenges. 7.3v

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. Slides presentation
4. Self-reflection responses

Other Evidence:

1. Tests/quizzes on content knowledge.
2. Ability to follow direction.
3. Grading rubrics addressing specific project based "Student choice and voice" 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

#### **LESSON 2:**

- a) Post daily announcement or Health Tip of the Day

- b) Students complete Table Talk discussion
- c) Create a personal mindmap to express who you are to your students.
- d) Inform students a mindmap is colorful, informative, etc.. Explain we will be using mindmaps throughout this course to understand and learn course content.
- e) Have students create a personal mindmap about themselves and upload to online platform

**LESSON 3:**

- a) Post daily announcement or Health Tip of the Day
- b) Students complete Table Talk discussion
- c) Students create "What You Need to Know About Me..." slide deck and upload to online platform

**LESSON 4:**

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

**LESSON 5:**

- a) Post daily announcement or Health Tip of the Day
- b) Students complete Table Talk discussion
- c) Students complete Choice Led Health Café assignment and upload to online platform
- d) Students complete end of unit exit ticket and submit to online platform

## Mental Wellness/Social and Emotional Skills



### Stage 1: Identify Desired Results

#### Students' Goals:

1. To identify and explain essential health concepts to understand personal health. 7.1
2. To use decision-making skills to promote health and personal wellness. 7.2
3. To promote healthy schools, families and communities. 7.3

#### Understandings:

1. Stress can negatively affect one's body and mind.
2. Understanding your personal stressors can help you self-manage your stress.
3. Stress management can help reduce the negative impact of stress on the body and mind.
4. Effective stress management can lead to a healthier, happier and more productive life.
5. Good interpersonal skills help you communicate more effectively with family, friends and co-workers.
6. Being able to communicate effectively is vital life skill.
7. Good communication skills are essential in order to deliver to understand information correctly.
8. Mental illnesses are also referred as mental disorders, refers to a wide range of mental health conditions.
9. The mind and body are intrinsically linked.
10. Exercise and physical activity can positively impact mental and physical health.

#### Essential Questions:

1. What are the physical responses to stress?
2. What are the psychological responses to stress?
3. What are characteristics of healthy interpersonal relationships?
4. How can I cope with disappointment or adversity?
5. Can I identify situations that can cause a range of emotions and feelings?
6. How can I demonstrate healthy nonverbal, verbal, written and visual communication methods?
7. What is disordered eating?
8. Can I describe different types of eating disorders?
9. How do I define depression?
10. Can I describe the warning signs, risk factors and protective factors for anxiety and depression?
11. Can explain the benefits of emotional flexibility, stress management and stress-reduction techniques?
12. How does empathy, compassion and acceptance support healthy relationships?

<p>11. Seeking early help for mental health issues can make a big difference.</p>	<p>13. How do I demonstrate empathy, compassion and acceptance for others?</p> <p>14. How can I express and respond to my emotions in a healthy way?</p> <p>15. Where can I go for help if I am having difficulty regulating my emotions?</p> <p>16. Does having healthy communication skills lead to healthy relationships?</p> <p>17. How does a mental illness or mental challenge affect one's relationships?</p> <p>18. When should someone seek help for a mental illness or challenge?</p> <p>19. How can someone create a plan to manage stress?</p>
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Students will know...

1. How to identify the body's physical and psychological responses to stress. 7.1o
2. How to identify the characteristics of healthy interpersonal relationships. 7.1p
3. How to recognize the impact of disappointment or adversity of physical, social & emotional health and how to cope effectively and change one's feelings. 7.1q
4. How to describe situations that can cause a range of emotions and feelings, describe how to recognize these feelings and emotions and predict how long they may last. 7.1r
5. How to identify healthy verbal, nonverbal, written and visual communication. 7.1s
6. How to define disordered eating and describe types of eating disorders. 7.1t
7. How to define depression and describe warning signs, risk factors and protective factors for anxiety and depression. 7.1u
8. How to analyze and explain the benefits of emotional flexibility, stress management and stress-reduction techniques for physical and emotional health. 7.2o
9. How to explain empathy, compassion and acceptance of others support healthy relationships. 7.2p



10. How to develop strategies for coping with disappointment, stress, anxiety, anger and adversity. 7.2q
11. How to develop healthy ways to identify, express and respond to emotions and identify resources for help and support. 7.2r
12. How to describe the relationship between healthy communication skills and healthy relationships. 7.2s
13. How to describe the warning signs, risk factors and protective factors for eating disorders. 7.2t
14. How to explain when mental illnesses and mental challenges require support or assistance. 7.2u
15. How to develop achievable goals for handling stressors in healthy ways. 7.3o
16. How to design ways to demonstrate empathy, compassion and acceptance for others to support healthy relationships. 7.3p
17. How to promote strategies for coping with disappointment and adversity. 7.3q
18. How to promote help-seeking for mental health concerns. 7.3r
19. How to demonstrate healthy verbal, nonverbal, written and visual communication. 7.3s
20. How to identify school and community resources for help and support with eating disorders. 7.3t
21. How to identify personal, family, school, community and healthcare professional resources that can help oneself and others with mental illnesses and challenges. 7.3u

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. Slides presentation
4. InfoGraphic
5. Teach the Teacher
6. Gameboard

### Other Evidence:

1. Tests/quizzes on content knowledge.
2. Ability to follow direction.
3. Grading rubrics addressing specific project based "Student choice and voice" assignments.

<ul style="list-style-type: none"> <li>7. Storybook</li> <li>8. Hip Hop Health</li> <li>9. Health Fair Board</li> <li>10. Poster</li> <li>11. Skit</li> <li>12. Public Service Announcement</li> <li>13. Bi-fold pamphlet</li> <li>14. Stall Street Journal</li> <li>15. SketchNotes</li> <li>16. Letter to Editor</li> <li>17. From Future Me...</li> <li>18. Peer editing</li> <li>19. Self-reflection responses</li> </ul>	<ul style="list-style-type: none"> <li>4. Ability to accept feedback and correct errors.</li> </ul>
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### 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) Post daily announcement and/or Health Tip of the day
- b) Students complete Table Talk discussion
- c) Students complete mindmap on Stress Responses
- d) Students complete 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 the C.O.P.E stress management method
- d) Student complete their health menu assignments

#### **LESSON 3:**

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

**LESSON 6:**

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

**LESSON 7:**

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

**LESSON 8:**

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

**LESSON 9:**

- d) Post daily announcement and/or Health Tip of the day
- e) Students complete Table Talk discussion
- f) Students work on their health menu assignments

**LESSON 10:**

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

# Substance Abuse Prevention



## Stage 1: Identify Desired Results

### Students' Goals:

1. To identify and explain essential health concepts to understand personal health. 7.1
2. To use decision-making skills to promote health and personal wellness. 7.2
3. To promote healthy schools, families and communities. 7.3

### Understandings:

1. Teens who regularly use popular social media outlets are more likely to drink, use drugs and buy tobacco.
2. Social media ads are harder to regulate and can encourage underage drinking and drug use.
3. When a person abuses drugs and alcohol it limits their long-term success in meeting goals, a job, and lasting relationships are very difficult.
4. Substance-abusing youth are often alienated from and stigmatized by their peers.
5. Youth substance abuse often leads to a decline in grades, absenteeism from school and other activities.
6. Youth substance abuse increases their potential for dropping out of school.
7. Youth substance abuse can contribute to family dysfunction and financial loss.
8. Youth substance abuse can lead to delinquency and crime.
9. The use of cigarettes, cigars, and pipe smoke can harm nearly every

### Essential Questions:

1. What is the Food Drug Administration (FDA)?
2. What is the difference between FDA approved and non-approved substances?
3. Why would a teen choose to use drugs or alcohol?
4. What are common advertising strategies used by alcohol and tobacco companies?
5. What are the effects of alcohol and other drugs on person's behavior, judgement, relationships, and long-term success?
6. What are the social and negative consequences of alcohol, tobacco, nicotine products, marijuana and other drugs?
7. What are the types of refusal skills people can use to avoid pressure to use alcohol and other drugs?
8. What are the benefits of living an alcohol and drug free lifestyle?
9. How can I help create a safe and drug-free school and community?

<p>organ in the body and cause a wide array of diseases and illnesses.</p> <p>10. Some people may lack self-confidence or the necessary skills to avoid pressure to use alcohol and other drugs.</p> <p>11. Most people choose not to use alcohol and other drugs in order to protect their health and safety.</p> <p>12. Creating a safe and drug-free school and community can help reduce crime and substance abuse.</p>	
<p>Students will know...</p> <ol style="list-style-type: none"> <li>1. How to explain the link between addiction to alcohol, tobacco and other drugs; chronic disease; and engaging in risky behaviors. 7.1k</li> <li>2. How to define prescriptions, controlled substances, nicotine vaping products, hemp and marijuana-derived cannabidiol (CBD) products and explain their uses. 7.1l</li> <li>3. How to identify the types of behavior associated with drug use and abuse that reflect positive norms (e.g., drug use is not cool, drunken driving is stupid, most teens do not use drugs). 7.2k</li> <li>4. How to understand that addiction is a compulsive physiological need for and use of habit-forming substance. 7.2l</li> <li>5. How to identify short term, social and negative consequence of engaging in risky behaviors, including the use of alcohol, tobacco, nicotine products, marijuana and other drugs. 7.2m</li> <li>6. How to identify ways to participate in school and community efforts to promote a drug-free lifestyle. 7.3k</li> <li>7. How to create strategies to identify types of advertising techniques used in a variety of media, including social media that may influence adolescents' decisions concerning alcohol, tobacco and nicotine products and other drugs. 7.3l</li> <li>8. How to identify and demonstrate strategies and skills for avoiding alcohol, tobacco, inhalants and other harmful substances (e.g., effective refusal skills). 7.3m</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. Slides presentation
4. InfoGraphic
5. Teach the Teacher
6. Gameboard
7. Storybook
8. Hip Hop Health
9. Health Fair Board
10. Poster
11. Skit
12. Public Service Announcement
13. Bi-fold pamphlet
14. Stall Street Journal
15. SketchNotes
16. Letter to Editor
17. From Future Me...
18. Peer editing
19. Self-reflection responses

#### Other Evidence:

1. Tests/quizzes on content knowledge.
1. Ability to follow direction.
2. Grading rubrics addressing specific project based "Choice" assignments.
3. 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 FDA: Food Drug Administration (what is the difference between approved and non-approved substances)
- d) Allow 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 copy a mindmap on Why Teens May use Drugs and Alcohol
- 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 Effective Refusal Skills
- 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 mindmap on the Entertainment Influence on Teen Substance Abuse
- 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 Social Media and Teen Drug and Alcohol Use
- d) Students work on their health menu assignments

**LESSON 6:**

- a) Post daily announcement and/or Health Tip of the day
- b) Students complete Table Talk discussion
- c) Students complete mindmap on Consequences to Youth Substance Abuse
- d) Students finish health Menu Assignments

**LESSON 7:**

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

- c) Students complete mindmap on Creating Safe and Drug-Free Schools
- d) Students work on their health Menu Assignments

**LESSON 8:**

- a) Post daily announcement and/or Health Tip of the day
- b) Students complete Table Talk discussion
- c) Students work on their health Menu Assignments

**LESSON 9:**

- a) Post daily announcement and/or Health Tip of the day
- b) Students complete Table Talk discussion
- c) Ensure students have all the mind maps Substance Abuse Prevention
- d) Students work on their health Menu Assignments

**LESSON 10:**

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



# VIOLENCE PREVENTION



## Stage 1: Identify Desired Results

### Students' Goals:

1. To identify and explain essential health concepts to understand personal health. 7.1
2. To use decision-making skills to promote health and personal wellness. 7.2
3. To promote healthy schools, families and communities. 7.3

### Understandings:

1. A positive school climate promotes a safe, caring and nurturing environment.
2. A positive school climate fosters respect for diversity.
3. A positive school climate fosters inclusive and respectful language.
4. Students are more likely to learn better in a positive school climate.
5. Safe schools help protect students from violence, exposure to weapons and threats, bullying and sale or use of illegal substances.
6. Kids who are bullied can feel overwhelmed, humiliated, powerless and can lead to suicide.
7. To show their loyalty, gang members are initiated through a "jump in" by being beat up by other gang members.
8. Maintaining respect is a fundamental goal of gangs.
9. Believing the gangster life is exciting is a myth.
10. Believing someone will always have your back if you join a gang is a myth.

### Essential Questions:

1. What is a positive school climate?
2. Can I positive school climate promote a safe school environment?
3. Does a positive school climate affect student achievement?
4. How can I school create a positive school climate?
5. Do bullies lack empathy?
6. How can someone help prevent bullying and cyberbullying?
7. How does violence affect personal health and school safety?
8. How does bullying and harassment affect personal health and school safety?
9. Why would someone join a gang?
10. What are common gang-related behaviors?
11. What are the myths and realities of joining a gang?
12. What are my school's safety protocols?

11. Gang members are driven by greed and are only out for themselves.	
<p>Students will know...</p> <ol style="list-style-type: none"> <li>1. How to list the characteristics of and how to contribute to a positive (i.e., emotionally safe) school climate. 7.1v</li> <li>2. How to describe the role of empathy in preventing bullying and cyberbullying. 7.1w</li> <li>3. How to explain the myths and facts about gangs and gang-related behaviors. 7.1x</li> <li>4. How to explain violence, bullying, harassment affect personal health and school safety. 7.2v</li> <li>5. How to explain why it is important to identify bullying behavior to prevent bullying and cyberbullying. 7.2w</li> <li>6. How to explain why people may join gangs, including the relationship between self-image and gang-related behaviors. 7.2x</li> <li>7. How to assess your school’s safety protocols (e.g., reporting processes, support provided for a positive climate) and recommend suggestions for improvement. 7.3v</li> <li>8. How to create a campaign to prevent/stop bullying or cyberbullying. 7.3w</li> <li>9. How to create strategies to promote awareness of consequences associated with gang involvement and healthy alternatives to gang involvement. 7.3x</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	
<p>Performance Tasks:</p> <ol style="list-style-type: none"> <li>1. Research practices</li> <li>2. Guided notetaking</li> <li>3. Slides presentation</li> <li>4. InfoGraphic</li> <li>5. Teach the Teacher</li> <li>6. Gameboard</li> </ol>	<p>Other Evidence:</p> <ol style="list-style-type: none"> <li>1. Tests/quizzes on content knowledge.</li> <li>2. Ability to follow direction.</li> <li>3. Grading rubrics addressing specific project based “Student choice and voice” assignments.</li> </ol>

<ul style="list-style-type: none"> <li>7. Storybook</li> <li>8. Hip Hop Health</li> <li>9. Health Fair Board</li> <li>10. Poster</li> <li>11. Skit</li> <li>12. Public Service Announcement</li> <li>13. Bi-fold pamphlet</li> <li>14. Stall Street Journal</li> <li>15. SketchNotes</li> <li>16. Letter to Editor</li> <li>17. From Future Me...</li> <li>18. Peer editing</li> <li>19. Self-reflection responses</li> </ul>	<ul style="list-style-type: none"> <li>4. Ability to accept feedback and correct errors.</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 Violence Prevention unit</li> <li>d) Students copy a mindmap on effects of bullying and cyberbullying</li> <li>e) Allow students 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 positive school climate characteristics</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 violence, bullying and harassment</li> <li>d) Students 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> </ul>

- b) Students complete Table Talk discussion
- c) Students copy a mindmap on gang-related behaviors
- 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 copy a mindmap on gang myths and realities
- d) Students work on their health menu assignments

**LESSON 6:**

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

**LESSON 7:**

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

**LESSON 8:**

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

**LESSON 9:**

- a) Post daily announcement and/or Health Tip of the day
- b) Students complete Table Talk discussion
- c) Ensure students have all the mindmaps on Violence Prevention
- d) Students work on their health menu assignments

**LESSON 10:**

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

# NUTRITION



## Stage 1: Identify Desired Results

### Students' Goals:

1. To identify and explain essential health concepts to understand personal health. 7.1
2. To use decision-making skills to promote health and personal wellness. 7.2
3. To promote healthy schools, families and communities. 7.3

### 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.
7. Americans typically fall short of the 20 grams or more fiber that is needed per day.

### 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 is the recommended portion and serving size in foods we should 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>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 describe the value of nutrient-dense foods. 7.1b</li> <li>2. How to describe the benefit of eating foods to meet recommendations for iron, calcium, potassium, vitamin D and dietary fiber. 7.1c</li> <li>3. How to identify decision-making steps for selecting healthy foods and beverages. 7.1d</li> <li>4. How to explain how allergens cause an allergic reaction. 7.1e</li> <li>5. How to analyze the effects of nutrition on daily performance (i.e., mind and body). 7.2b</li> <li>6. How to explain the cognitive and physical benefits of eating a healthy breakfast. 7.2c</li> <li>7. How to use a decision-making process to evaluate daily food intake and nutritional requirement. 7.2d</li> <li>8. How to discuss the concept of an allergen-safe zone. 7.2e</li> <li>9. How to encourage nutrient-dense food choices at home, at school and in restaurants. 7.3b.</li> <li>10. How to educate peers and family members with local school wellness policy committees to advocate for nutritional food and beverage choices for all school-sponsored events. 7.3c</li> <li>11. How to explore opportunities to engage with local school wellness policy committees to advocate for nutritional food and beverage choices for all school-sponsored events. 7. 2d</li> <li>12. How to promote understanding of the importance of handwashing, not sharing food and allergen safe zones. 7.3e</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> </ol>	

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. Slides presentation
4. InfoGraphic
5. Teach the Teacher
6. Gameboard
7. Storybook
8. Hip Hop Health
9. Health Fair Board
10. Poster
11. Skit
12. Public Service Announcement
13. Bi-fold pamphlet
14. Stall Street Journal
15. SketchNotes
16. Letter to Editor
17. From Future Me...
18. Peer editing
19. Self-reflection responses

#### Other Evidence:

4. Tests/quizzes on content knowledge.
5. Ability to follow direction.
6. Grading rubrics addressing specific project based "Student choice and voice" assignments.
7. 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 Nutrition Health Menu
- d) Students copy a mind map on the D.E.C.I.D.E. Decision Making Model
- e) Allow 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 copy a mindmap on Recommended Food Portions
- 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 Nutrient-Dense Foods
- d) Students work on their health menu assignments

**LESSON 5:**

- e) Post daily announcement and/or Health Tip of the day
- f) Students complete Table Talk discussion
- g) Students copy a mindmap on Micronutrients
- h) Students work on their health menu assignments

**LESSON 6:**

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

**LESSON 7:**

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

**LESSON 8:**

- a) Post daily announcement and/or Health Tip of the day
- b) Students complete Table Talk discussion
- c) Students copy a mindmap on the Common Reactions to Food Allergy



- d) Students work on their health menu assignments

**LESSON 9:**

- a) Post daily announcement and/or Health Tip of the day
- b) Students complete Table Talk discussion
- c) Ensure students have all the mindmaps on Nutrition
- d) Students work on their health menu assignments

**LESSON 10:**

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

# Body Systems



## Stage 1: Identify Desired Results

### Students' Goals:

1. To identify and explain essential health concepts to understand personal health. 7.1
2. To use decision-making skills to promote health and personal wellness. 7.2
3. To promote healthy schools, families and communities. 7.3

### Understandings:

1. The circulatory system is also known as the cardiovascular system.
2. The circulatory system is made of up the heart, blood, veins and arteries.
3. Living tobacco free can help keep your circulatory system healthy.
4. Maintaining a healthy weight can keep your heart healthy.
5. Eating a variety of nutritious food can keep your heart healthy.
6. Being physically active can keep your circulatory healthy.
7. Being physically active can reduce a person's risk for heart attack and stroke.
8. Too much salt can increase a person's blood pressure.
9. High blood pressure increases someone's risk for a heart attack or stroke.
10. Consuming saturated fats and trans-fat increases a person's risk for heart attacks or strokes.

### Essential Questions:

1. What are the primary structures of the circulatory system?
2. What are the primary functions of the circulatory system?
3. How can someone keep their circulatory system healthy?
4. What lifestyle behaviors can harm the circulatory system?
5. What foods should someone consume to keep their heart healthy?
6. What foods should someone avoid for a healthy heart?
7. What physical activities are good for the heart?
8. How does the circulatory system benefit from exercise?
9. How can communities promote healthy lifestyles?
10. How can schools promote healthy lifestyles?
11. What type pf fats are healthier for me to consume?

### Students will know...

1. How to identify and describe the major structures and functions of the circulatory system. 7.1a

2. How to describe how healthy food choices and physical activity keep the circulatory system healthy. 7.2a
3. How to promote strategies for maintaining a healthy circulatory system. 7.3a

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. Slides presentation
4. InfoGraphic
5. Teach the Teacher
6. Gameboard
7. Storybook
8. Hip Hop Health
9. Health Fair Board
10. Poster
11. Skit
12. Public Service Announcement
13. Bi-fold pamphlet
14. Stall Street Journal
15. SketchNotes
16. Letter to Editor
17. From Future Me...
18. Peer editing
19. Self-reflection responses

Other Evidence:

8. Tests/quizzes on content knowledge.
9. Ability to follow direction.
10. Grading rubrics addressing specific project based "Student choice and voice" assignments.
11. 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 Urinary System
- d) Allow 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 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 How Hydration Helps!
- 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 mindmap on 8 Ways to keep Your Kidneys Healthy.
- 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 Types of Kidney Failure
- d) Students work on their health menu assignments

**LESSON 6:**

- a) Post daily announcement and/or Health Tip of the day
- b) Students complete Table Talk discussion
- c) Students complete mindmap on Kidney Failure Treatments
- d) Students finish health menu assignments

**LESSON 7:**

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

**LESSON 8:**

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

**LESSON 9:**

- a) Post daily announcement and/or Health Tip of the day
- b) Students complete Table Talk discussion
- c) Ensure students have all the mindmaps on Body Systems
- d) Students work on their health menu assignments

**LESSON 10:**

- a) Post daily announcement and/or Health Tip of the day
- b) Students complete T Table Talk discussion
- c) Students finish health menu assignments
- d) Students take unit quiz/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 identify and explain essential health concepts to understand personal health. 7.1
2. To use decision-making skills to promote health and personal wellness. 7.2
3. To promote healthy schools, families and communities. 7.3

### Understandings:

1. Adequate sleep and rest are needed for optimal health and academic performance.
2. Overexposure to the sun can cause skin cancer and other health problems.
3. You can reduce your risk to skin cancer by applying sunscreen and avoiding the sun.
4. It is important to protect yourself if you are vulnerable to weather and climate induced health issues.
5. Dehydration can occur in hot and cold weather.
6. There are laws that protect consumers from deceptive language and false advertising.
7. Consumers may be vulnerable to quackery if they do not have good health information.
8. Healthy living is often the top priority amongst parents who are looking to provide their children the best quality of life possible.
9. Communities that have good health resources are more likely to recover faster from a disaster.

### Essential Questions:

1. What are the health and academic benefits for getting sufficient sleep and rest?
2. What are some strategies to help someone get adequate sleep?
3. What are sleep stages?
4. How does the weather and climate change impact our health?
5. What are some health problems that can occur by overexposure to the sun?
6. What are some of the ploys used to promote unproven products and services?
7. Which government agencies help provide consumer protections?
8. Which federal and state laws protect consumers for health products and services?
9. What is a health community?
10. How can schools and the community impact personal health practices and behaviors?
11. What is public health?
12. What are public health careers and what training is needed?

<p>10. The Bureau of Labor Statistics projects 4.6 million new healthcare positions by 2028.</p>	
<p>Students will know...</p> <ol style="list-style-type: none"> <li>1. How to evaluate the impact of sleep and rest on physical, social and emotional health and on cognitive performance. 7.1g</li> <li>2. How to explain the impact of weather-or-climate-related physical conditions on individuals, including allergies, asthma, sunburn, dehydration, heatstroke, heat exhaustion and hypothermia. 7.1h</li> <li>3. To describe how the school and the community can impact personal health practices and emergency response systems; healthcare products; and recreational and leisure opportunities. 7.1i</li> <li>4. How to identify government agencies that provide consumer protections for health products and services. 7.1j</li> <li>5. How to compare current personal sleep and rest habits with recommended guidelines for teenagers. 7.2g</li> <li>6. How to describe ways to prevent weather-or-climate-related physical environmental conditions, such as allergies, asthma, sunburn, dehydration, heatstroke, heat exhaustion and hypothermia. 7.2h</li> <li>7. How to identify resources in the community that are dedicated to promoting health. 7.2i</li> <li>8. How to identify state and federal laws that provide consumer protections. 7.2j</li> <li>9. How to engage their family to create a personal plan to meet recommended guidelines for sleep and rest. 7.3g</li> <li>10. How to determine strategies to protect against the harmful effects of the sun, heat and cold. 7.3h</li> <li>11. How to define public health and describe the associate health and medical careers and the training for these occupations. 7.3i</li> <li>12. How to evaluate and promote a healthcare product or service for students, families, schools or communities that will help others to make positive health choices. 7.3j</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> </ol>	

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. Slides presentation
4. InfoGraphic
5. Teach the Teacher
6. Gameboard
7. Storybook
8. Hip Hop Health
9. Health Fair Board
10. Poster
11. Skit
12. Public Service Announcement
13. Bi-fold pamphlet
14. Stall Street Journal
15. SketchNotes
16. Letter to Editor
17. From Future Me...
18. Peer editing
19. Self-reflection responses

#### Other Evidence:

1. Tests/quizzes on content knowledge.
2. Ability to follow direction.
3. Grading rubrics addressing specific project based "Student choice and voice" 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 Disease Prevention & Health Promotion unit
- d) Students copy a mindmap on the Importance of Teen Sleep
- e) Allow 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 copy a mindmap on Better Sleep Strategies
- 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 Sleep Stages
- 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 How Weather Impacts Health
- 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 copy a mindmap on Sun Safety
- d) Students work on their health menu assignments

**LESSON 6:**

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

**LESSON 7:**

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

**LESSON 8:**

- a) Post daily announcement and/or Health Tip of the day

- b) Students complete Table Talk discussion
- c) Students copy mindmap on a Healthy Community.
- d) Students work on their health menu assignments

**LESSON 9:**

- a) Post daily announcement and/or Health Tip of the day
- b) Students complete Table Talk discussion
- c) Students copy a mindmap on Public Health Careers
- d) Ensure students have all the mindmaps on Disease Prevention and Health Promotion
- e) Students work on their health menu assignments

**LESSON 10:**

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

## SAFETY & INJURY PREVENTION



### Stage 1: Identify Desired Results

#### Students' Goals:

1. To identify and explain essential health concepts to understand personal health. 7.1
2. To use decision-making skills to promote health and personal wellness. 7.2
3. To promote healthy schools, families and communities. 7.3

#### Understandings:

1. Anything you upload, share, email or message could stay online forever.
2. It is important to have a positive digital footprint since future employers, coaches and colleges may check your social media history.
3. Easiest way to avoid chatting with internet predators is only message people you know.
4. Never reveal your name, address, phone number or any other identifiable information online.
5. Report any inappropriate or offensive comments to the website or app.
6. Creating a neighborhood watch group can reduce community crime.
7. Always keep a list of emergency information updated to prevent personal injury and harm.
8. Swimming in a pool is much different than swimming in open water.
9. Alcohol is involved in about 50% of all male drownings.

#### Essential Questions:

1. How can I protect myself online?
2. What do I do if I am a victim of cyberbullying?
3. What if my friend is a cyberbully?
4. Why is it important to follow water safety guidelines?
5. How can I protect others from harm while babysitting?
6. How can I protect myself if I am home alone?
7. How can I protect myself while shopping?
8. What are the benefits of a neighborhood watch group?
9. How can I make my community safer?
10. Why is it important to recognize harmful and risky behaviors?

<ul style="list-style-type: none"> <li>10. To avoid personal injury, never dive into unfamiliar water.</li> <li>11. Always be aware of your surroundings and trust your instincts to avoid harm.</li> <li>12. Establish a home safety plan and practice what to do in an emergency to avoid personal injury and harm.</li> </ul>	
<p>Students will know...</p> <ul style="list-style-type: none"> <li>1. How to identify potential safety issues related to babysitting, caring for younger siblings, being alone at home, in eth neighborhood (e.g., water sports, recreation areas, shopping areas) and being online. 7.1n</li> <li>2. How to explain the importance of recognizing harmful and risky behaviors related to personal safety. 7.2n</li> <li>3. How to describe ways to maintain a safe and healthy environment at school, in the community, at home and online. 7.3n</li> </ul>	
<p>Students will be able to...</p> <ul 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> </ul>	

Stage 2: Assessment Evidence	
<p>Performance Tasks:</p> <ul style="list-style-type: none"> <li>1. Research practices</li> <li>2. Guided notetaking</li> <li>3. Slides presentation</li> <li>4. InfoGraphic</li> <li>5. Teach the Teacher</li> <li>6. Gameboard</li> <li>7. Storybook</li> <li>8. Hip Hop Health</li> <li>9. Health Fair Board</li> <li>10. Poster</li> </ul>	<p>Other Evidence:</p> <ul style="list-style-type: none"> <li>1. Tests/quizzes on content knowledge.</li> <li>2. Ability to follow direction.</li> <li>3. Grading rubrics addressing specific project based "Student choice and voice" assignments.</li> <li>4. Ability to accept feedback and correct errors.</li> </ul>

<ul style="list-style-type: none"> <li>11. Skit</li> <li>12. Public Service Announcement</li> <li>13. Bi-fold pamphlet</li> <li>14. Stall Street Journal</li> <li>15. SketchNotes</li> <li>16. Letter to Editor</li> <li>17. From Future Me...</li> <li>18. Peer editing</li> <li>19. Self-reflection responses</li> </ul>	
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### 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 Safety & Injury Prevention unit
- d) Students copy a mindmap on internet safety
- e) Allow 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 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 how to make your community safer
- 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 safety tips for babysitting
- 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 copy a mindmap on water safety
- d) Students work on their health menu assignments

**LESSON 6:**

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

**LESSON 7:**

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

**LESSON 8:**

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

**LESSON 9:**

- a) Post daily announcement and/or Health Tip of the day
- b) Students complete Table Talk discussion
- c) Ensure students have all the mindmaps on Safety and Injury Prevention
- d) Students work on their health menu assignments

**LESSON 10:**

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



## Stage 1: Identify Desired Results

### Students' Goals:

1. To identify and explain essential health concepts to understand personal health. 7.1
2. To use decision-making skills to promote health and personal wellness. 7.2
3. To promote healthy schools, families and communities. 7.3

### Understandings:

1. Maintaining a healthy environment is vital to increase quality of life and years of healthy life.
2. Poor air quality is linked to premature death, cancer and long-term damage to respiratory and cardiovascular systems.
3. Maintaining healthy homes and communities is essential to environmental health.
4. Walking, biking or using public transit can help protect and preserve our natural resources.
5. Renewable resources can replenish themselves.
6. Non-renewable resources have a limited supply.
7. Using less plastic can help preserve our natural resources.
8. Vehicle exhaust fumes are detrimental to human health and the planet.
9. Construction activities can cause water and soil pollution.
10. Industrial waste can cause soil pollution.
11. Noise pollution can cause hearing and psychological issues.

### Essential Questions:

1. What are natural resources?
2. What is conservation?
3. How can I conserve and promote the conservation of natural resources?
4. Does the environment affect my health?
5. How does the environment impact personal and community health?
6. What is air, water, soil, and noise pollution?
7. How does human behavior contribute to air pollution?
8. How does human behavior affect water quality?
9. How does human behavior create noise pollution?
10. How does human behavior contribute to soil pollution?

Students will know...

1. How to describe human behaviors that contribute to air, water, soil and noise pollution. 7.1y
2. Explain how environmental health is essential to personal and community health. 7.2y
3. How to demonstrate ways to conserve and promote the conservation of natural resources. 7.3y

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. Slides presentation
4. InfoGraphic
5. Teach the Teacher
6. Gameboard
7. Storybook
8. Hip Hop Health
9. Health Fair Board
10. Poster
11. Skit
12. Public Service Announcement
13. Bi-fold pamphlet
14. Stall Street Journal
15. SketchNotes
16. Letter to Editor
17. From Future Me...
18. Peer editing
19. Self-reflection responses

Other Evidence:

1. Tests/quizzes on content knowledge.
2. Ability to follow direction.
3. Grading rubrics addressing specific project based "Student choice and voice" 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 Community and Environmental Health unit
- d) Students copy a mindmap on why environmental health
- e) Allow 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 copy a mindmap on what are natural resources
- 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 conserve our natural resources
- 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 air pollution causes
- 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 copy a mindmap on water pollution causes
- d) Students work on their health menu assignments

### LESSON 6:

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

**LESSON 7:**

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

**LESSON 8:**

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

**LESSON 9:**

- a) Post daily announcement and/or Health Tip of the day
- b) Students complete Table Talk discussion
- c) Ensure students have all the mindmaps on Community and Environmental Health
- d) Students work on their health menu assignments

**LESSON 10:**

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

# PHYSICAL HEALTH



## Stage 1: Identify Desired Results

### Students' Goals:

1. To identify and explain essential health concepts to understand personal health. 7.1
2. To use decision-making skills to promote health and personal wellness. 7.2
3. To promote healthy schools, families and communities. 7.3

### Understandings:

1. Active transportation can help reduce obesity and chronic illness.
2. Safe routes to schools encourages communities to create opportunities for children to increase their daily physical activity by safely walking and biking to, from or at school.
3. Each year, there is a dedicated national walk and bike to school day.

### Essential Questions:

1. What is safe routes to schools?
2. What are the benefits of active transportation?
3. What is active transportation?

### Students will know...

1. How to explain the concept of active transportation. (e.g., walking, biking) 7.1f
2. Analyze the physical and mental benefits of active transportation. 7.2f
3. How to design and promote safe walking and bike routes to and from school or another location in the community. 7.3f

### 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

### Other Evidence:

<ul style="list-style-type: none"> <li>2. Guided notetaking</li> <li>3. Peer editing</li> <li>4. Self-reflection responses</li> </ul>	<ul style="list-style-type: none"> <li>1. Tests/quizzes on content knowledge.</li> <li>2. Ability to follow direction.</li> <li>3. Grading rubrics addressing specific project based "Student choice and voice" assignments.</li> <li>4. Ability to accept feedback and correct errors.</li> </ul>
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### 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) Inform students they are only required to complete 1 final feast project in this unit
- d) Allow students to work on their final feast project

#### LESSON 2:

- a) Post daily announcement and/or Health Tip of the day
- b) Students complete Table Talk discussion
- c) Students work on their final feast project

#### LESSON 3:

- a) Post daily announcement and/or Health Tip of the day
- b) Students complete Table Talk discussion
- c) Students work on their final feast project

#### LESSON 4:

- a) Post daily announcement and/or Health Tip of the day
- b) Students complete Table Talk discussion
- c) 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 finish their final feast project
- d) Students complete their Exit Ticket

# APPENDIX & WEBLINKS

Team Roles	54
Exit Ticket	55
Choice Led Health Quick Links	56
Scoring Rubrics	57



# 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.

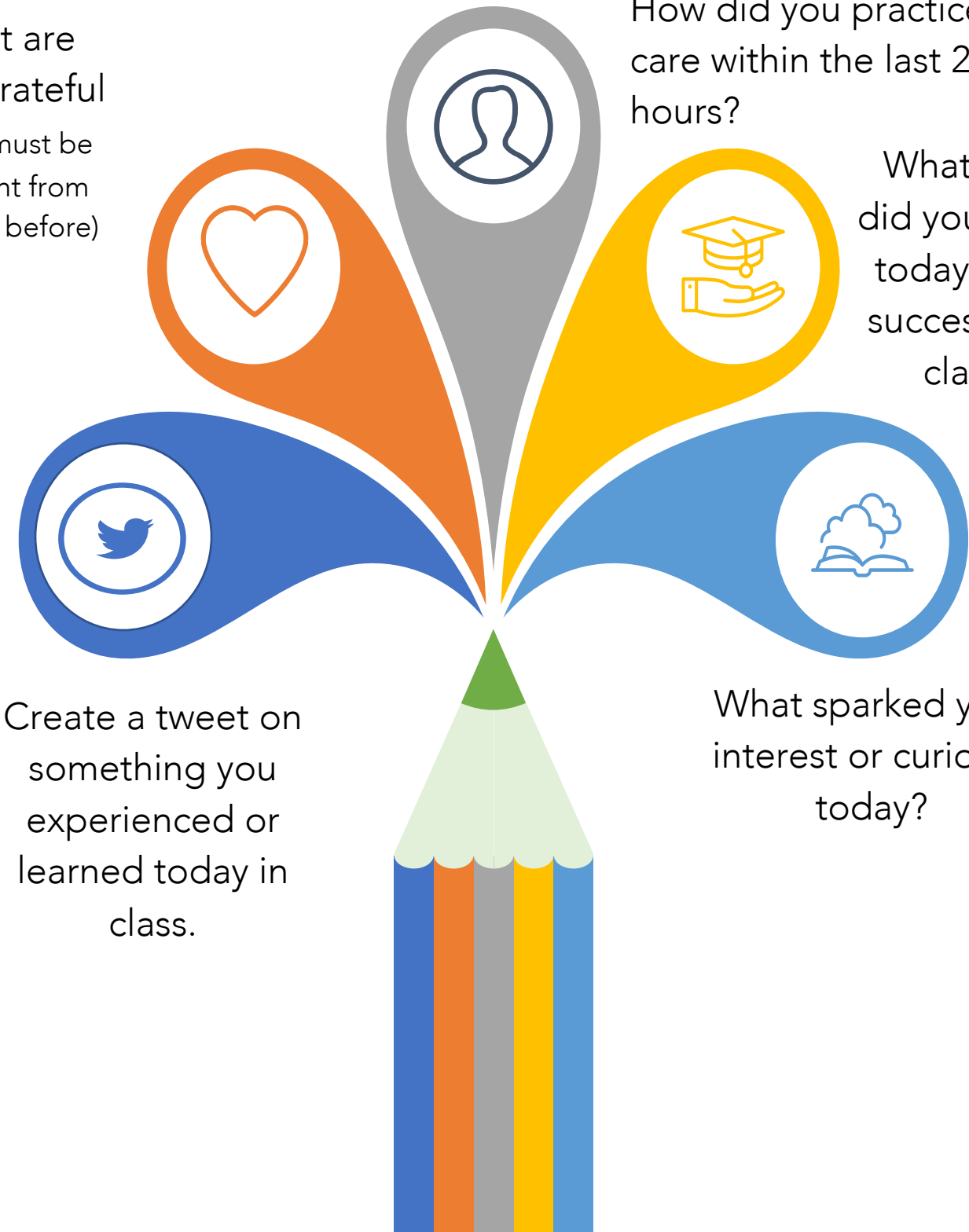


# Exit Ticket:

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>

