

TEACHER EDITION

8TH GRADE EDITION

CHOICE LED HEALTH



HEALTH CAFÉ

Starters

Appetizers

Main Course

Desserts

**SKILLS-BASED
HEALTH
CURRICUCLUM**

**PERSONALIZED
LEARNING**

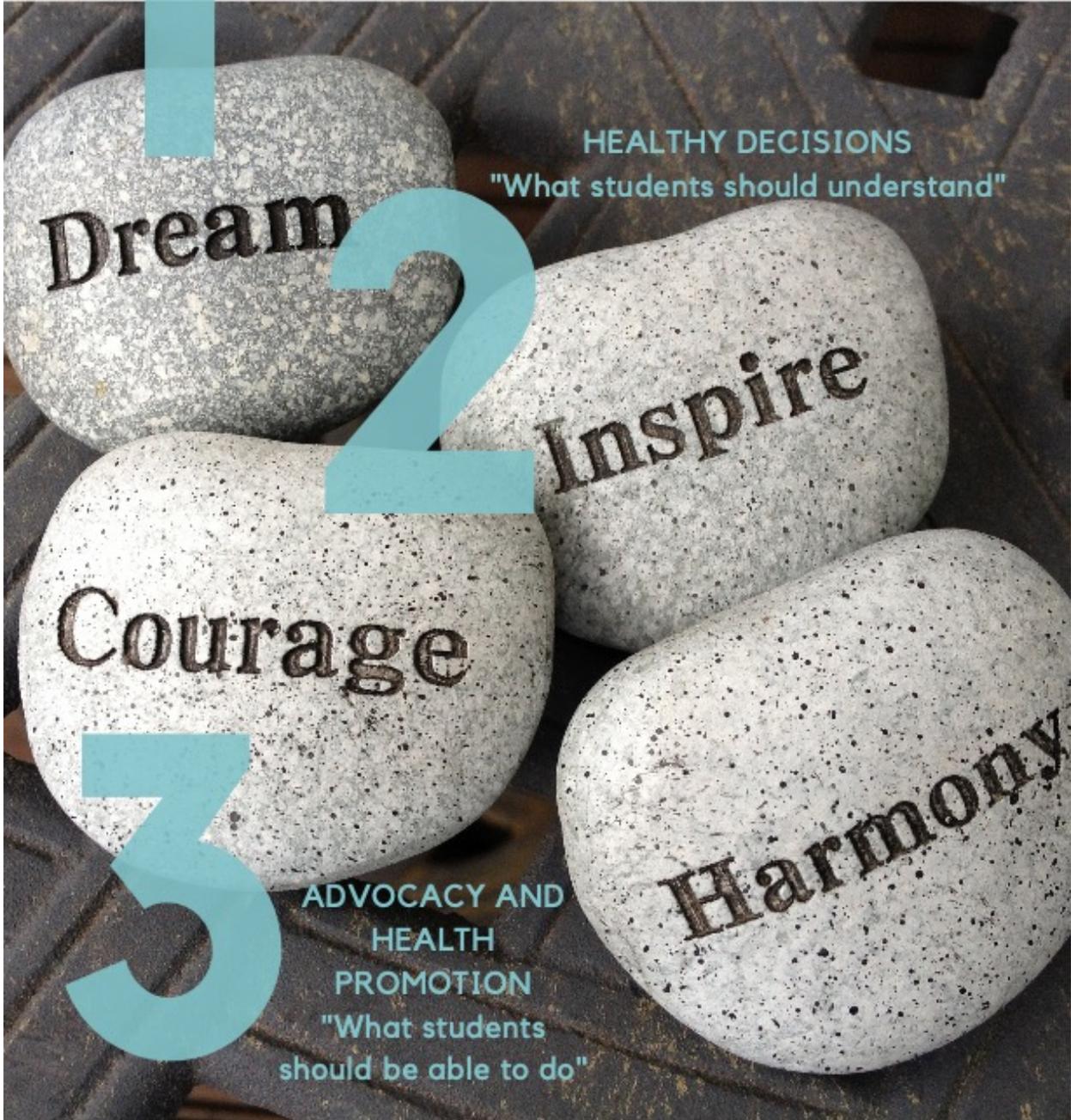
**STUDENT
CHOICE &
VOICE**

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

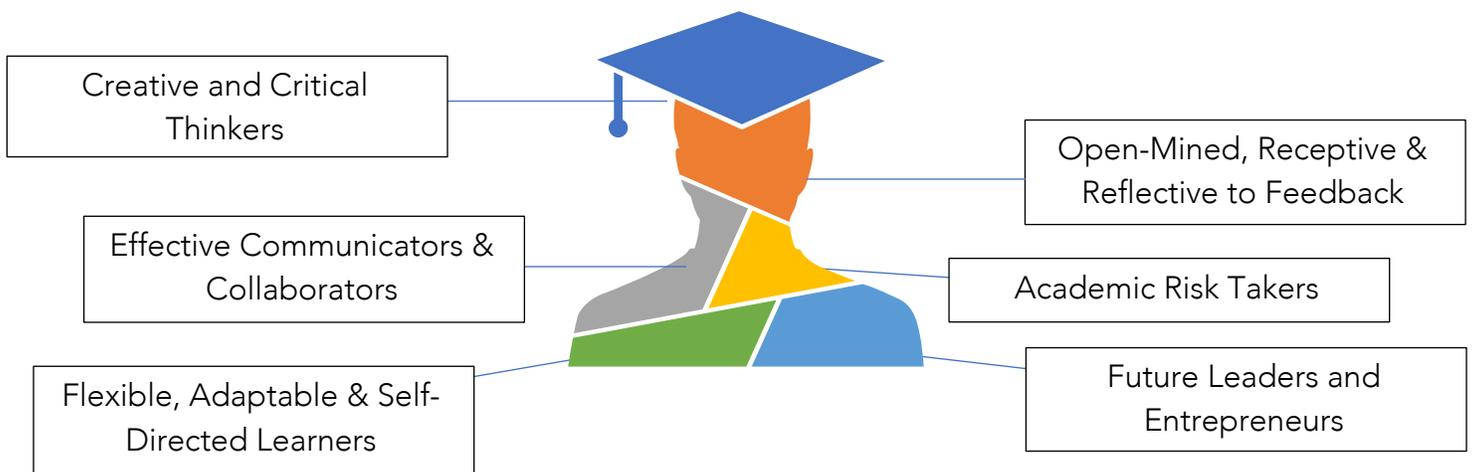
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Choice Led Health Overview:

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 21st 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."

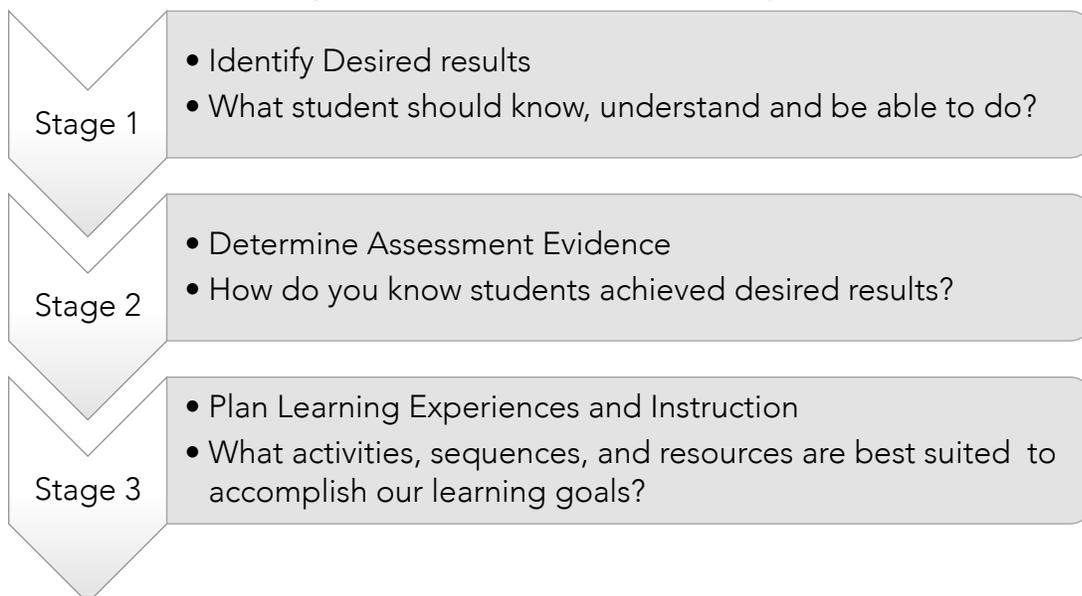
Introduction: What is Backwards Design Planning?

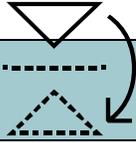
The backwards design planning offers a structure to guide curriculum, assessment, and instruction. The three-stage design process identifies (1) desired results, (2) evidence of student learning, and (3) learning experiences.

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
Body Systems	10 days
Substance Abuse Prevention	10 days
Violence Prevention	10 days
Safety and Injury Prevention	10 days
Nutrition	10 days
Disease Prevention and Health Promotion	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

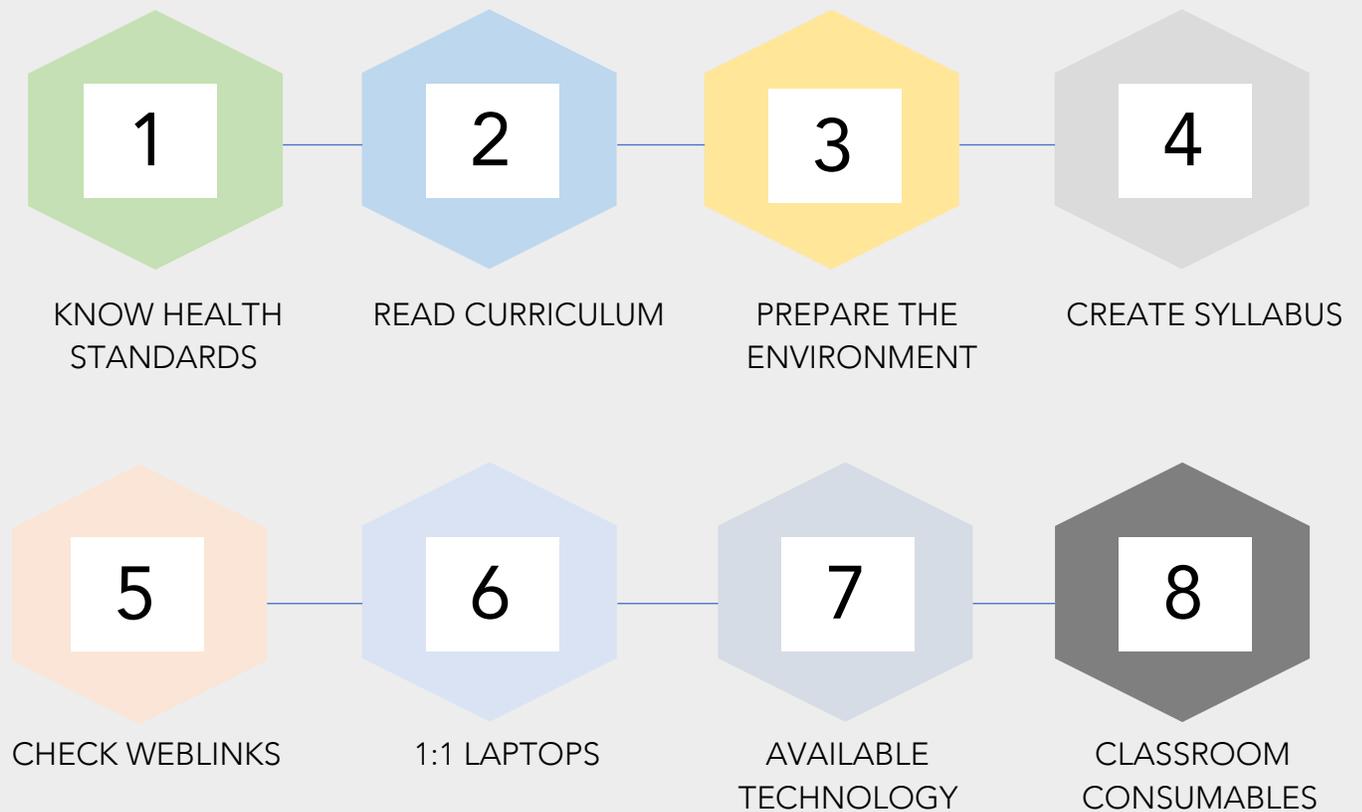


“Prep Work”

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.
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.**

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 demonstrate on understanding. 8.1
2. To apply health concepts and skills to the management of personal and family health. 8.2
3. To undertake health-promotion activities that demonstrate an understanding of the relationship between nutrition, physical activity, and emotional & physical health. 8.3

Understandings:

1. Healthy relationships are a vital component of our health and emotional wellbeing.
2. Identifying limits in relationships is the first step in maintaining healthy boundaries.
3. Setting personal boundaries establishes how you want to be treated.

Essential Questions:

1. How do you know you are in a healthy or unhealthy relationship?
2. Why is it important to understand the feelings and perspectives of others?
3. How can someone set and communicate personal boundaries and respect the boundaries of others?

Students will know...

1. How to describe characteristics of healthy and unhealthy relationships, including establishing and communicating boundaries. 8.1p
2. How to explain the importance of developing relationships that are positive and promote wellness. 8.2p
3. How to develop safe, respectful and responsible relationships. 8.3p

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. 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



Stage 1: Identify Desired Results

Students' Goals:

1. To identify and explain essential health concepts to demonstrate on understanding. 8.1
2. To apply health concepts and skills to the management of personal and family health. 8.2
3. To undertake health-promotion activities that demonstrate an understanding of the relationship between nutrition, physical activity, and emotional & physical health. 8.3

Understandings:

1. Healthy relationships are a vital component of our health and emotional wellbeing.
2. There are often signs and symptoms that can be recognized by friends, family or school staff when someone is exhibiting a mental health illness or emotional challenge.
3. It is important to seek professional help when you are struggling with a mental illness or an emotional challenge.
4. Identifying limits in relationships is the first step in maintaining healthy boundaries.
5. Setting personal boundaries establishes how you want to be treated.

Essential Questions:

1. How do you know you are in a healthy or unhealthy relationship?
2. What are some signs and symptoms of someone who is exhibiting a mental health illness or emotional challenge?
3. Why do some people have a negative perception towards mental illnesses?
4. Why is it important to understand the feelings and perspectives of others?
5. What are protective and risk factors for mental illnesses or mental challenges?
6. What personal, family, and community resources are available to help oneself or others with a mental illness or mental challenge?
7. How can someone set and communicate personal boundaries and respect the boundaries of others?

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 "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 complete mindmap on healthy relationships

- d) Students work on their health menu assignments and upload to learning platform

LESSON 2:

- a) Post daily announcement and/or Health Tip of the day
- b) Students complete Table Talk discussion
- c) Students complete mindmap on unhealthy relationships
- d) Students work on their health menu assignments and upload to learning platform

LESSON 3:

- a) Post daily announcement and/or Health Tip of the day
- b) Students complete Table Talk discussion
- c) Students complete mindmap on importance of personal boundaries
- d) Students work on their health menu assignments and upload to learning platform

LESSON 4:

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

LESSON 5:

- a) Post daily announcement and/or Health Tip of the day
- b) Students complete Table Talk discussion
- c) Students complete mindmap on how to suicide signs
- d) Students work on their health menu assignments and upload to learning platform

LESSON 6:

- a) Post daily announcement and/or Health Tip of the day
- b) Students complete Table Talk discussion
- c) Students complete mindmap on how to suicide signs
- d) Students work on their health menu assignments and upload to learning platform

LESSON 7:

- a) Post daily announcement and/or Health Tip of the day
- b) Students complete Table Talk discussion
- c) Students complete mindmap on depression symptoms
- d) Students work on their health menu assignments and upload to learning platform

LESSON 8:

- a) Post daily announcement and/or Health Tip of the day
- b) Students complete Table Talk discussion
- c) Students complete mindmap on self-harm signs
- d) Students work on their health menu assignments and upload to learning platform

LESSON 9:

- a) Post daily announcement and/or Health Tip of the day
- b) Students complete Table Talk discussion
- c) Students complete mindmap on mental health experts
- d) Ensure students have completed all their mindmaps
- e) Students work on their health menu assignments and upload to learning platform

LESSON 10:

- a) Post daily announcement and/or Health Tip of the day
- b) Students complete Table Talk discussion
- c) Students complete their health menu assignments and upload to learning platform
- d) Students take end of unit assessment (assessment is based on mindmap content)
- e) Students complete their exit ticket and submit to online platform

Body Systems



Stage 1: Identify Desired Results

Students' Goals:

1. To identify and explain essential health concepts to demonstrate on understanding. 8.1
2. To apply health concepts and skills to the management of personal and family health. 8.2
3. To undertake health-promotion activities that demonstrate an understanding of the relationship between nutrition, physical activity, and emotional & physical health. 8.3

Understandings:

1. The brain is the most important organ in the body.
2. The nervous system is the major controlling, regulatory and communicating system in the body.
3. The spinal cord is a pathway where messages are sent to and from the brain to the body.
4. The average human brain produces 86 billion neurons.
5. Daily physical activity can help keep the brain and nervous system healthy.
6. Alzheimer's is the most common form of dementia.
7. Keeping your mind stimulated can help maintain brain health.
8. A concussion is a form of traumatic brain injury (TBI).
9. Wearing a correctly fitted helmet can help reduce the risk of a traumatic brain injury.
10. All 50 states have implemented a Return to Play law requiring athletes to be medically cleared

Essential Questions:

1. What is the nervous system?
2. What are the major structures and functions of the brain?
3. What are the major structures and functions of the nervous system?
4. How can I keep my brain healthy?
5. How does exercise help my brain?
6. How can I protect my brain from injuries?
7. What is a neuron?
8. How can I keep my nervous system healthy?
9. What foods should I consume for brain health?
10. Can I prevent brain disorders?
11. Can I prevent nervous system disorders?

<p>before they can participate in a sport after suffering from a concussion.</p>	
<p>Students will know...</p> <ol style="list-style-type: none"> 1. How to identify and describe the major structures and functions of the brain and nervous system and identify brain and nervous system disorders. 8.1a 2. How to describe ways to maintain brain and nervous system health. 8.2a 3. How to design strategies to protect and promote brain and nervous system health. 8.3a 	
<p>Students will be able to...</p> <ol style="list-style-type: none"> 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	
<p>Performance Tasks:</p> <ol style="list-style-type: none"> 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 	<p>Other Evidence:</p> <ol style="list-style-type: none"> 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 Body Systems unit
- d) Students copy a mindmap on the Nervous system
- 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 the brain structures
- d) Allow 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 the neuron.
- 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 complete mindmap on left vs. right brain
- 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 mindmap on brain health
- 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 how to keep your nervous system healthy
- 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 mindmap on brain and nervous system disorders
- 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) Students work on their health menu assignments
- d) Ensure students have all their mindmaps on Body Systems

LESSON 10:

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



Stage 1: Identify Desired Results

Students' Goals:

1. To identify and explain essential health concepts to demonstrate on understanding. 8.1
2. To apply health concepts and skills to the management of personal and family health. 8.2
3. To undertake health-promotion activities that demonstrate an understanding of the relationship between nutrition, physical activity, and emotional & physical health. 8.3

Understandings:

1. When someone who continues to use a substance even though it has been causing problems in his or her life is an indication of a substance use disorder.
2. Often there is a lack of trust in a relationship when someone has a substance use disorder.
3. Substance users often engage in drug and alcohol abuse in secrecy causing anger and frustration among friends and family.
4. When a person abuses drugs and alcohol it can limit their long-term success in meeting goals, a job, and lasting relationships are very difficult.
5. Some people may lack self-confidence or the necessary skills to avoid pressure to use alcohol and other drugs.
6. Teens may be influenced by pop culture or believe the risks are minimal causing them to try drugs and alcohol.

Essential Questions:

1. What are some of the signs and symptoms of someone who may have a substance use disorder?
2. How does substance use disorder impact relationships?
3. What are the effects of alcohol and other drugs on person's behavior, judgement, relationships, and long-term success?
4. What are some reasons why teens may use drugs and alcohol?
5. What are some of the reasons why teens choose not to drink or use drugs?
6. What are the short-term health issues and effects on the brain related to alcohol use?
7. What are the long-term health issues and effects on the brain related to alcohol?
8. What are the short-term health issues and effects on the brain related to drug use?
9. What are the long-term health issues and effects on the brain related to drug use?

<ol style="list-style-type: none"> 7. Teens report getting in trouble with the law and having their parents disapprove are reasons why they choose not to drink or use drugs. 8. Teens say no to drugs and alcohol because they care about their health, their grades and how it may impact their performance in sports and extracurricular activities. 9. Substance use can lead to memory loss, poor concentration, depression, decreased planning and organizational skills, poor judgement, loss of motor control, confusion, hallucinations, and cognitive decline. 10. Drug use can cause permanent brain damage and interfere with the way the nerve cells normally send, receive and process information. 	
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<p>Students will be able to...</p> <ol style="list-style-type: none"> 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.
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Stage 2: Assessment Evidence	
<p>Performance Tasks:</p> <ol style="list-style-type: none"> 1. Research practices 2. Guided notetaking 3. Slides presentation 4. InfoGraphic 5. Teach the Teacher 	<p>Other Evidence:</p> <ol style="list-style-type: none"> 1. Tests/quizzes on content knowledge. 5. Ability to follow direction.

<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 6. Grading rubrics addressing specific project based "Choice" assignments. 7. Ability to accept feedback and correct errors.
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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) Students complete mindmap on substance use disorder
- 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 substance use disorder: impact on relationships
- 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 why teens may use drugs and alcohol
- 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 why teens choose not to drink and use drugs
- 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 mindmap on the short-term effects of alcohol on the brain
- 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 the long-term effects of alcohol on the brain
- 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 the short-term effects of drug use
- 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 complete mindmap on long-term effects of drug use
- 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 work on their health menu assignments
- d) Ensure students have all their mindmaps on Substance Abuse Prevention

LESSON 10:

- 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 Exit Ticket and submit to online platform

VIOLENCE PREVENTION



Stage 1: Identify Desired Results

Students' Goals:

1. To identify and explain essential health concepts to demonstrate on understanding. 8.1
2. To apply health concepts and skills to the management of personal and family health. 8.2
3. To undertake health-promotion activities that demonstrate an understanding of the relationship between nutrition, physical activity, and emotional & physical health. 8.3

Understandings:

1. Harassment can be unlawful.
2. Bullying is repeated, harmful behavior caused by someone who perceives himself or herself more powerful.
3. Peer conflict is unplanned and non-violent.
4. Teasing is meant to distract, bother, irritate and annoy another person.
5. The purpose of a joke is to amuse and cause of laughter.
6. Taunting is often used to get an emotional reaction out of your opponent.
7. Kids who are bullied often are depressed, humiliated, overwhelmed and suicidal.
8. There are peaceful ways to protect yourself from a bully and put an end it.
9. States may differ in their weapon laws.
10. There are different forms of violence.

Essential Questions:

1. What is the difference between bullying and harassment?
2. What is the difference between an argument and a peer conflict?
3. What is the difference between teasing and joking?
4. How is taunting allowed in sports?
5. What are the effects of bullying on people?
6. Should I fight a bully?
7. How can I protect myself from a bully?
8. What is considered a prohibited weapon?
9. What are the penalties for illegal weapon use?
10. What is the difference between a misdemeanor and felony?
11. What are the different forms of abuse?
12. Are there laws that protect me from violence?
13. What the consequences to gang involvement?
14. How can teens stay out of trouble?

<p>11. There are laws that can protect someone from violence.</p> <p>12. Gang involvement can lead to an arrest, injury and death.</p> <p>13. Participating in sports and extracurricular activities can help prevent teens to stay out of trouble.</p>	
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<p>Students will know...</p> <ol style="list-style-type: none"> 1. How to differentiate between bullying behaviors, arguments, peer conflict, harassment, teasing, taunting and joking situations. 8.1t 2. How to identify the consequences of weapon use, physical violence and gang involvement. 8.1u 3. How to explain the effects of bullying on individuals, including vulnerable populations. 8.2t 4. How to analyze the risks associated with weapon use, physical violence and gang-related activities for oneself, the family and the community. 8.2u 5. How to recommend strategies to prevent, safely defend oneself and others or get help with bullying. 8.3t 6. How to describe ways for students to develop relationships that are positive, promote wellness and prevent weapon use, physical violence and gang involvement. 8.3u

<p>Students will be able to...</p> <ol style="list-style-type: none"> 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.
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Stage 2: Assessment Evidence	
<p>Performance Tasks:</p> <ol style="list-style-type: none"> 1. Research practices 2. Guided notetaking 3. Slides presentation 4. InfoGraphic 5. Teach the Teacher 	<p>Other Evidence:</p> <ol style="list-style-type: none"> 1. Tests/quizzes on content knowledge. 2. Ability to follow direction.

<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 3. Grading rubrics addressing specific project based "Student choice and voice" assignments. 4. Ability to accept feedback and correct errors.
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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 and Injury Prevention Unit
- d) Students copy a mindmap on what's the difference?
- 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 effects of bullying and 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 10 ways to safely protect yourself from a bully
- 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 weapon use
- 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 types of abuse
- 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 violence and consequences
- 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 consequences of gang involvement
- 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 staying out of trouble
- 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 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 mindmap 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 demonstrate on understanding. 8.1
2. To apply health concepts and skills to the management of personal and family health. 8.2
3. To undertake health-promotion activities that demonstrate an understanding of the relationship between nutrition, physical activity, and emotional & physical health. 8.3

Understandings:

1. Schools perform safety drills to ensure students and staff are prepared to quickly make their way to safety in the event of an emergency situation.
2. The four basic school safety drills are: (1) evacuation, (2) reverse evacuation, (3) lockdown and (4) shelter in place.
3. It is important teens can apply refusal skills to avoid high risk situations.
4. Effective negotiation skills can help avoid conflict and reach a common conclusion.
5. The ability to negotiate effectively is appreciated in today's competitive market.
6. Being a good negotiator helps to improve relationships.
7. Being a good negotiator helps you achieve your goals.
8. Finding a solution which makes everyone happy and satisfied is not easy.

Essential Questions:

1. Why do schools perform safety drills?
2. What school safety drills are required?
3. What skills do I need to be effective in a negotiation?
4. What are some effective refusal skills?
5. How can I protect myself online?
6. What are the benefits of using social media?
7. How can I promote myself on social media?
8. How can I protect myself while shopping?
9. How can I stay safe while in a park or recreation center?
10. What are common physical responses to the different levels of stress?
11. What are common psychological responses to the different levels of stress?

<ol style="list-style-type: none"> 9. It is important to have a positive digital footprint since future employers, coaches and colleges may check your social media history. 10. Easiest way to avoid chatting with internet predators is only message people you know. 11. Social media can be a quick and effective communication tool. 12. Social media can be an effective digital marketing platform to promote an event, idea or business. 	
<p>Students will know...</p> <ol style="list-style-type: none"> 1. How to explain the need for school safety drills and procedures. 8.1k 2. How to identify risky behaviors associated with internet use, online gaming and social media use. 8.1l 3. How to identify the benefits of social media. 8.1m 4. Describe how to assess levels of stress based on physical and psychological responses. 8.1n 5. How to list the skills and strategies for refusal and negotiation. 8.1o 6. How to explain the potential consequences of following and not following safety protocols for school drills. 8.2k 7. How to explain the role of decision making when faced with potentially harmful situations when using eth internet, online gaming and social media. 8.2l 8. How to develop strategies to assess and manage effects of social media use. 8.2m 9. How to identify personal stress-management skills that help respond to a different kind of stress. 8.2n 10. How to explain the benefits of using refusal skills and negotiation skills for a variety of risk-taking situations. 8.2o 11. How to develop a personal action plan during an emergency situation for a variety of locations outside of school (e.g., shopping areas, recreation areas) 8.3k 12. How to develop appropriate personal guidelines for online gaming and social media use. 8.3l 13. How to develop and promote guidelines for using social media. 8.3m 	

14. How to practice and promote stress-management skills. 8.3n
15. How to analyze a variety of situations to determine when to use refusal and negotiation skills to avoid risk. 8.3o

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 Safety and Injury Prevention Unit
- d) Students copy a mindmap on effective refusal skills
- 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 negotiation skills
- 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 5 stages of stress
- 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 internet safety
- 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 ways to promote yourself on social media
- 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 school safety drills

- 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 shopping 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 copy mindmap on recreation safety
- 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 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 mindmap content)
- e) Students complete their Exit Ticket

NUTRITION



Stage 1: Identify Desired Results

Students' Goals:

1. To identify and explain essential health concepts to demonstrate on understanding. 8.1
2. To apply health concepts and skills to the management of personal and family health. 8.2
3. To undertake health-promotion activities that demonstrate an understanding of the relationship between nutrition, physical activity, and emotional & physical health. 8.3

Understandings:

1. Whole grains, omega-3, vitamin E, blueberries, vitamin K, vitamin C, turmeric and tomatoes are nutrients that contribute to brain health.
2. Certain brain nutrients can boost memory, energy, concentration and delay cognitive decline.
3. 1 out of 6 Americans will get sick from food poisoning each year.
4. Cleaning food, washing hands and utensils can help prevent food poisoning.
5. It is important to cook food high enough to kill germs that can make you sick.
6. Nutrition fraud is the #1 health fraud.
7. Knowledge is your best defense against nutrition fraud.
8. Food advertisers often make glowing claims to sell their products, but the truth about foods can be found on the package's Food Facts Label.

Essential Questions:

1. Which nutrients should I consume for brain health?
2. How do certain nutrients affect my brain?
3. On average, how many people suffer from food poisoning?
4. How can I protect myself from food poisoning?
5. What is nutrition fraud?
6. How can someone evaluate the accuracy of a food claim?
7. How do manufacturers make false claims?
8. Are there any side effects to dieting?
9. What is the difference between disordered eating and an eating disorder?
10. How can disordered eating affect someone's health?
11. What are some examples of disordered eating?

<p>9. Dieting can affect someone's mood, sleep, stress and self-esteem.</p> <p>10. The level of obsession around an eating disorder thoughts and behaviors can distinguish between disordered eating and an eating disorder.</p> <p>11. Disordered eating can be a precursor to an eating disorder.</p>	
<p>Students will know...</p> <ol style="list-style-type: none"> 1. How to determine the nutrients needed for proper brain function. 8.1b 2. How to examine the health risks posed by food contaminants during food preparation and food storage. 8.1c 3. How to identify the nutritional impact of disordered eating. 8.1d 4. How to compare the health benefits and risks associated with trending diets, dietary supplements and popular beverages, including sugar-sweetened and caffeinated beverages. 8.1e 5. How to explain how nutrients contribute to brain function. 8.2b 6. How to describe food safety techniques (e.g. hand washing, food washing, cross contamination, proper handling and storing of foods). 8.2c 7. How to analyze the impact of society (i.e. media, family, peers) on eating habits and attitudes toward weight and body size). 8.2d 8. How to evaluate the accuracy of claims about trending diets, dietary supplements and popular beverages. 8.2e 9. How to create. A plan to make healthy food choices, including choosing fruits and vegetables and increasing water and healthy beverage choices in a variety of settings. 8.2b 10. How to create strategies to promote food safety at home. 8.3c 11. How to identify and promote resources for help and assistance with disordered eating. 8.3d 12. How to develop factual advertising to help family and peers evaluate healthy food and beverage choices. 8.3e 	
<p>Students will be able to...</p> <ol style="list-style-type: none"> 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 Nutrition Health Menu
- d) Students copy a mindmap on 8 nutrients for brain 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 food safety
- 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 protect yourself from nutrition fraud
- 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 dieting side effects
- 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 disordered eating risks
- 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 disordered eating examples
- 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 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 Unit 4: 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 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 demonstrate on understanding. 8.1
2. To apply health concepts and skills to the management of personal and family health. 8.2
3. To undertake health-promotion activities that demonstrate an understanding of the relationship between nutrition, physical activity, and emotional & physical health. 8.3

Understandings:

1. There are known lifestyle behaviors associated with chronic disease.
2. There are known environmental factors that can impact personal health.
3. A majority of health problems that individuals encounter can be prevented if they are detected and treated early.
4. A majority of the health problems caused by poor health can be treated with behavior and lifestyle changes.
5. Sleep is vital to optimal well-being.
6. Incorporating better sleep strategies can help someone get a good night's sleep.
7. It is always better to prevent a disease than treat it after it occurs.
8. Vaccinations are highly effective, safe and easy way to keep healthy.
9. Exposure to violent TV shows, music and video games can lead to aggressive behavior.
10. Too much screen time can lead to poor attention, lack of social skills

Essential Questions:

1. Which lifestyle behaviors can help reduce chronic disease?
2. Which environmental factors can harm one's health?
3. What are the types of preventative health screenings that can help reduce disease?
4. What environmental factors may cause disease?
5. What is the difference between rest, sleep, sleep deprivation and sleep debt?
6. How can someone fall asleep better?
7. Can we catch up on lost sleep?
8. Is loss of sleep dangerous to one's health?
9. Are vaccinations safe?
10. Is too much screen time harmful to one's health?

<p>and ability to regulate one’s emotions.</p> <p>11. Too much sitting and playing video games can lead to obesity.</p> <p>12. Too much screen time can cause sleep problems.</p>	
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<p>Students will know...</p> <ol style="list-style-type: none"> 1. How to explain the difference between, rest, sleep, sleep deprivation and sleep debt. 8.1g 2. How to identify environmental and personal factors that influence the degree of risk of diabetes, heart disease, cancer, obesity and stroke. 8.1h 3. How to identify sleep hygiene strategies to support recommendations for optimal sleep. 8.2g 4. How to describe preventative measures, including immunizations, regular health and medical screenings, nutrition, physical activity, sleep and limiting personal technology use, in preventing diabetes, heart disease stroke, cancer, obesity and other chronic diseases. 8. 2h 5. How to create Specific, Measurable, Attainable, Relevant and timely (S.M.A.R.T) goals to get optimal sleep to promote cognitive performance and academic success. 8.3g 6. How to design a plan of action with short-and-long term goals to prevent diabetes, heart disease, stroke, cancer, obesity and other chronic diseases and conditions. 8.3h
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<p>Students will be able to...</p> <ol style="list-style-type: none"> 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.
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Stage 2: Assessment Evidence	
<p>Performance Tasks:</p> <ol style="list-style-type: none"> 1. Research practices 2. Guided notetaking 3. Slides presentation 4. InfoGraphic 	<p>Other Evidence:</p> <ol style="list-style-type: none"> 1. Tests/quizzes on content knowledge. 2. Ability to follow direction.

<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 3. Grading rubrics addressing specific project based "Student choice and voice" assignments. 4. Ability to accept feedback and correct errors.
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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 Disease Prevention and Health Promotion Unit
- d) Students copy a mindmap on 10 ways to prevent disease
- 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 lifestyle behaviors to reduce chronic disease
- 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 environmental factors of personal health
- 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 sleep deprivation, rest, sleep and sleep debt
- 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 better sleep strategies
- 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 vaccinations
- 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 too much screen time?
- 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 Disease Prevention and Health Promotion
- 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 mindmap content)
- e) Students complete their Exit Ticket



Stage 1: Identify Desired Results

Students' Goals:

1. To identify and explain essential health concepts to demonstrate on understanding. 8.1
2. To apply health concepts and skills to the management of personal and family health. 8.2
3. To undertake health-promotion activities that demonstrate an understanding of the relationship between nutrition, physical activity, and emotional & physical health. 8.3

Understandings:

1. Maintaining a healthy environment is vital to increase quality and length of life and length of life.
2. Natural resources are used to support life and meet people's needs.
3. Renewable resources can replenish themselves.
4. Non-renewable resources have a limited supply.
5. Maintaining healthy homes and communities is essential to environmental health.
6. Humans depend on resources their environment to live.
7. Resource consumption increases with population growth.
8. Water, air, soil and noise pollution are affected by human behaviors.
9. Sustainable energy can be used over and over again.
10. Sustainable energy does not harm the environment.
11. Sustainable energy helps conserve our nation's natural resources.

Essential Questions:

1. What are natural resources?
2. What are renewable resources?
3. What is sustainable energy?
4. Why do humans need renewable resources?
5. What is sustainable energy?
6. What are some types of sustainable energy?
7. How does sustainable energy affect the environment?
8. What are the long-term effects of sustainable energy on human health?
9. How are humans and the environment interdependent?
10. Can humans harm the environment?
11. How does population growth affect the environment?
12. How can someone help conserve and preserve our natural resources?

Students will know...

1. How to define and describe renewable resources and sustainable energy. 8.1v
2. How to explain how humans and environment are interdependent. 8.2v
3. How to analyze opportunities for community service and advocacy for policies that promote environmental health. 8.3v

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. 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 what are natural resources?
- 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 how human and the environment are interdependent
- 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 and preserve 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 what is sustainable energy?
- 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 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 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 mindmap 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 demonstrate on understanding. 8.1
2. To apply health concepts and skills to the management of personal and family health. 8.2
3. To undertake health-promotion activities that demonstrate an understanding of the relationship between nutrition, physical activity, and emotional & physical health. 8.3

Understandings:

1. Heart disease is the leading cause of death in the U.S.
2. Too much sitting increases your risk for chronic health diseases.
3. Employee wellness programs helps reduce healthcare costs, improves morale, improves productivity and quality life.

Essential Questions:

1. What are the benefits of living a physically active lifestyle?
2. What are the health risks of living a sedentary lifestyle?
3. What some environmental design solutions that promote physical and mental health.

Students will know...

1. Evaluate the physical, mental and social health benefits of physical activity. 8.1f
2. How to assess the risks of sedentary lifestyle. 8.2f
3. How to create environmental design solutions that promote physical and mental health. 8.3f

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 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. Employee Wellness 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.

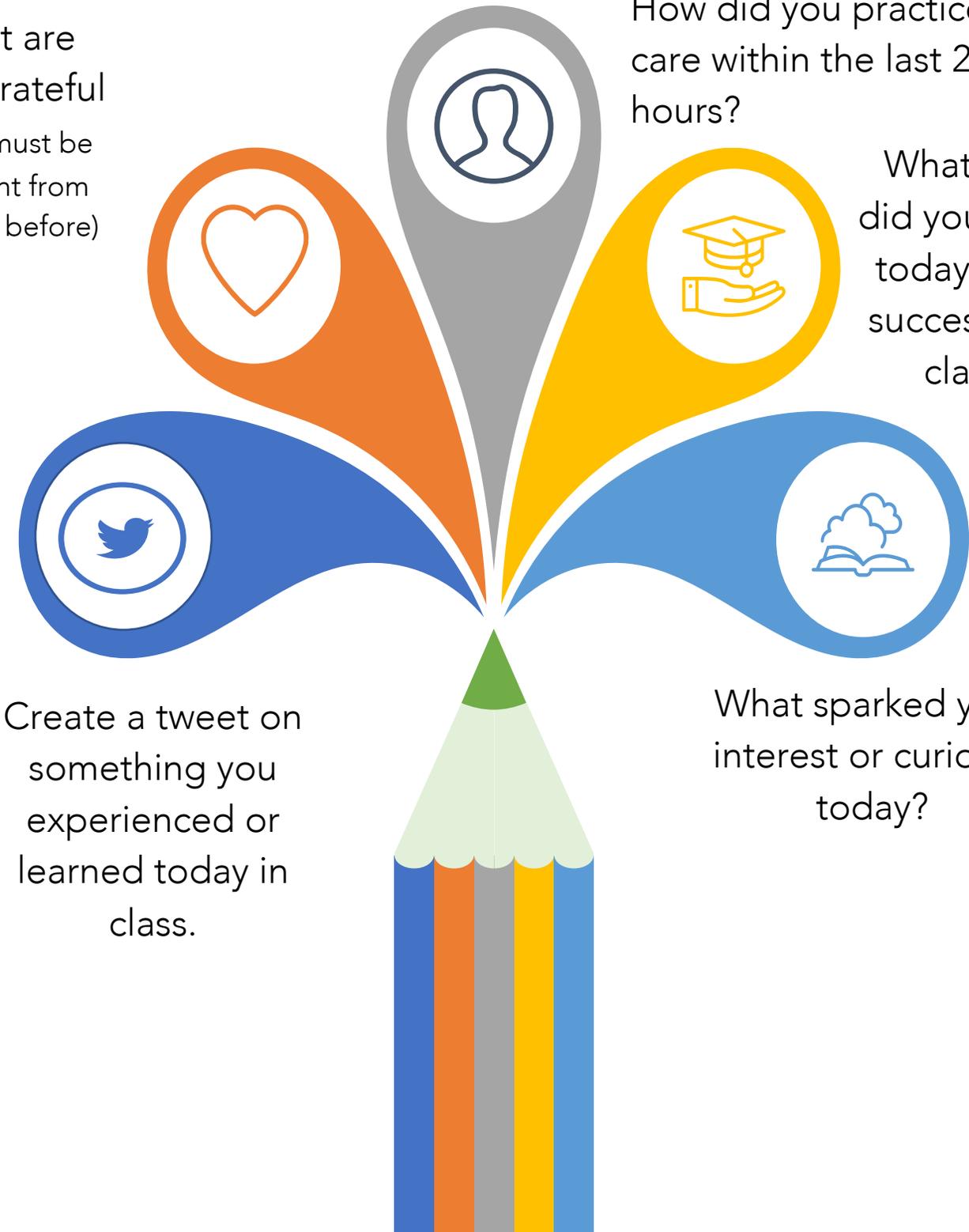


Exit Ticket:

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

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

