

TEACHER EDITION

9th Grade

# CHOICE LED HEALTH



**HEALTH CAFÉ**

**Starters**

**Appetizers**

**Main Course**

**Desserts**

**SKILLS-BASED  
HEALTH  
CURRICULUM**

**PERSONALIZED  
LEARNING**

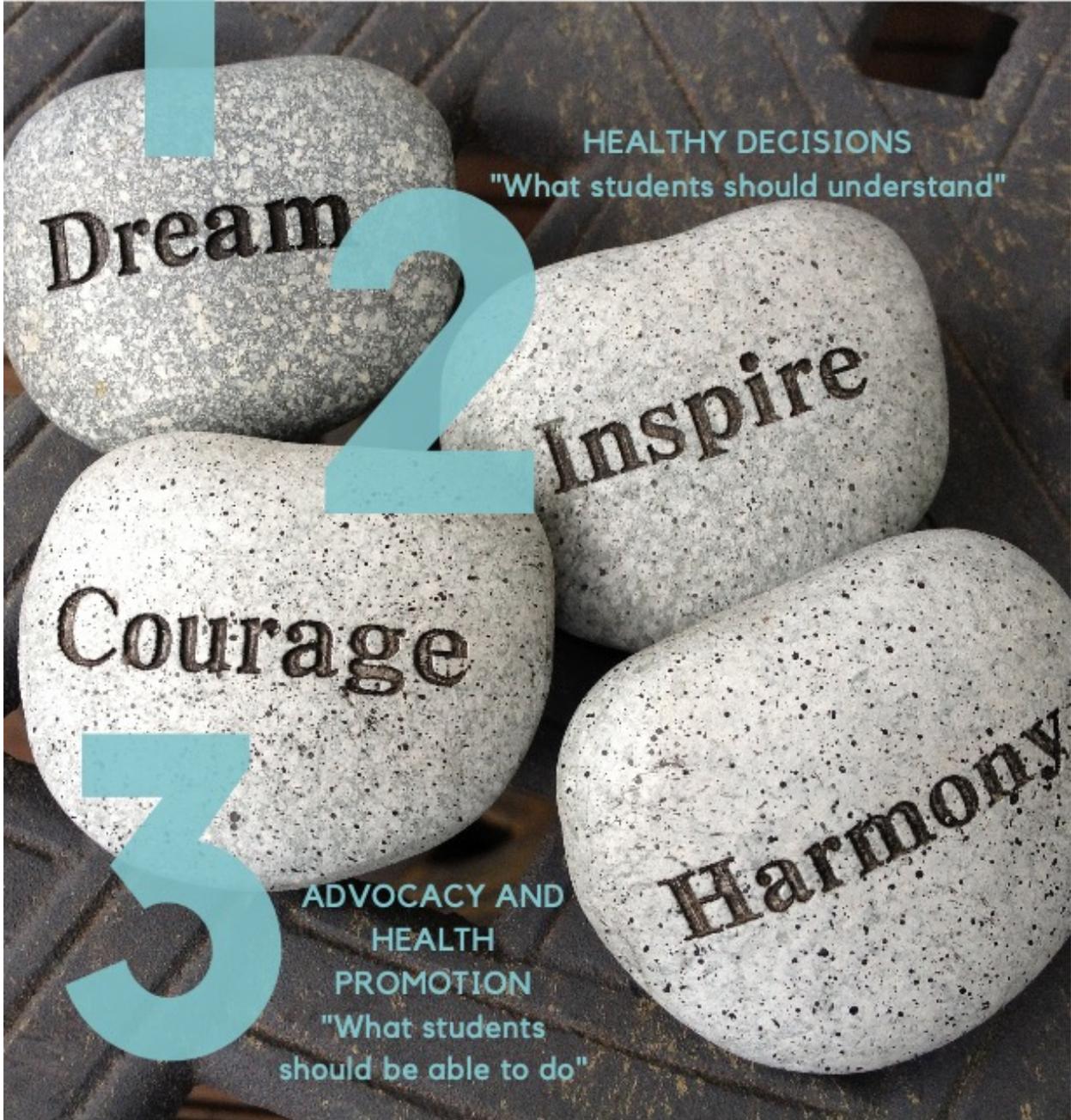
**STUDENT  
CHOICE &  
VOICE**

**VIRGINIA PUBLIC SCHOOLS**

1

ESSENTIAL HEALTH  
CONCEPTS

"What students should know"



HEALTHY DECISIONS

"What students should understand"

2

Courage

Inspire

3

ADVOCACY AND  
HEALTH  
PROMOTION

"What students  
should be able to do"

Harmony

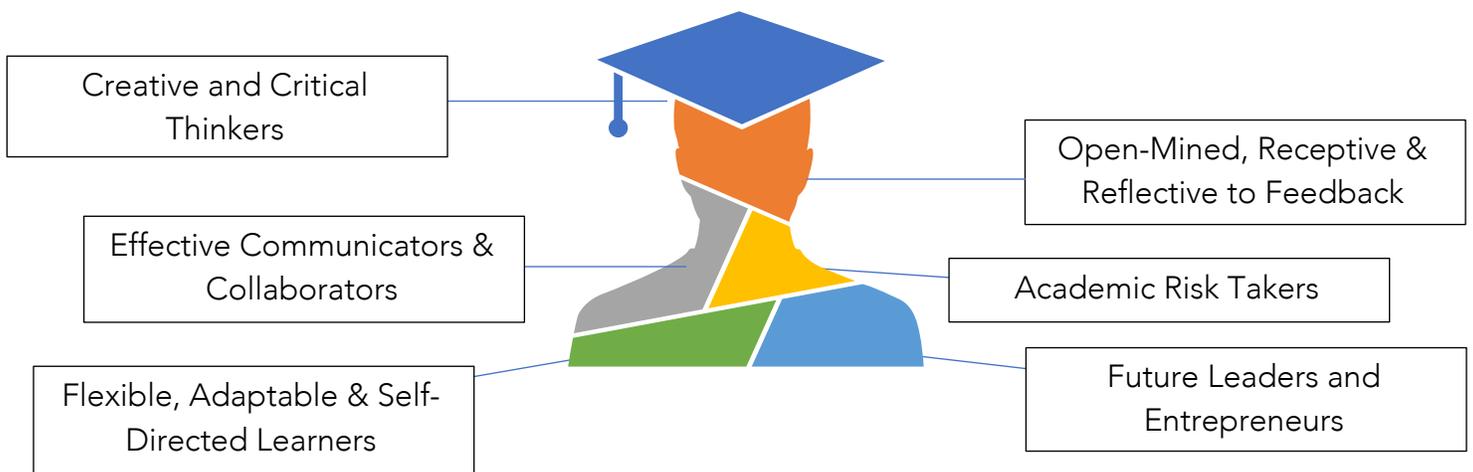
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# Choice Led Health Overview:

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

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



# Backwards Design Framework:

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

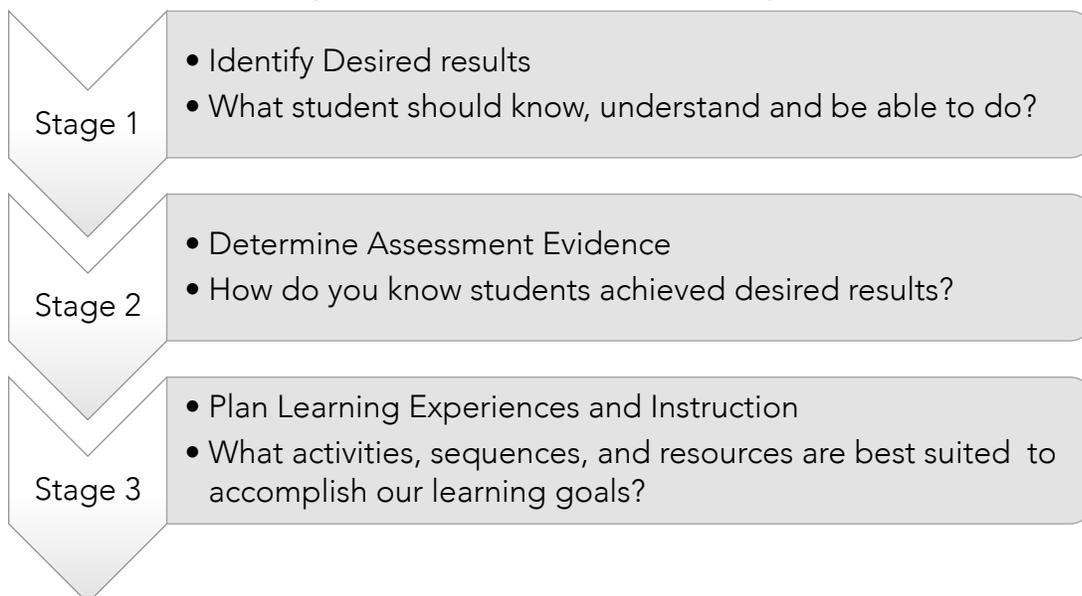
## Introduction: What is Backwards Design Planning?

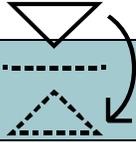
The backwards design planning offers a structure to guide curriculum, assessment, and instruction. The three-stage design process identifies (1) desired results, (2) evidence of student learning, and (3) learning experiences.

## The backwards design framework is based on:

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

## The Three Stages of Backward Design:





# Backwards Design Planning

Choice Led Health ninth grade high 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
Safety and Injury Prevention	10 days
Substance Abuse Prevention	10 days
Violence Prevention	5 days
Body Systems	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

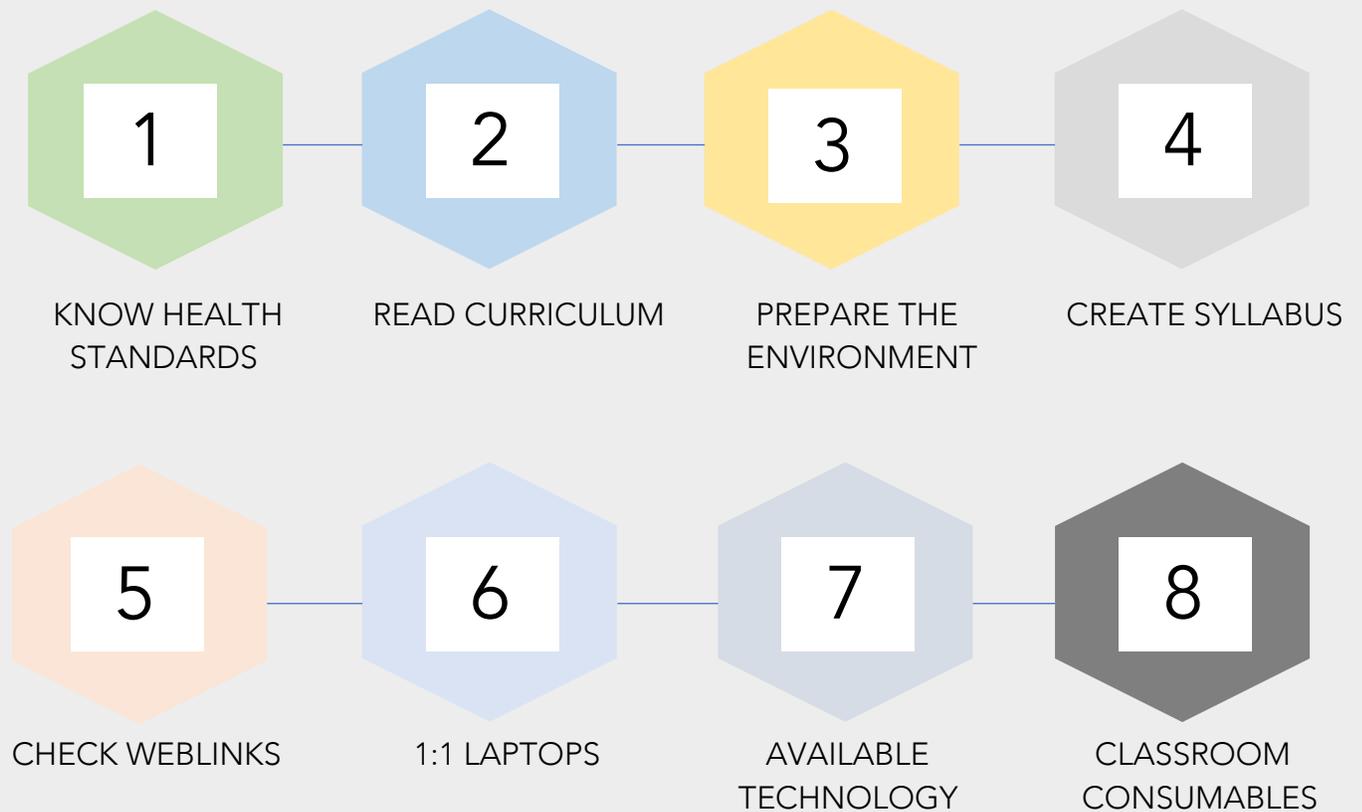


## “Prep Work”

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)

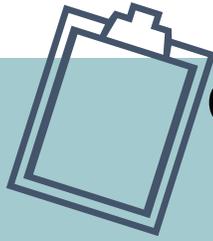
## PREP PROCESS





## Frequently Asked Questions:

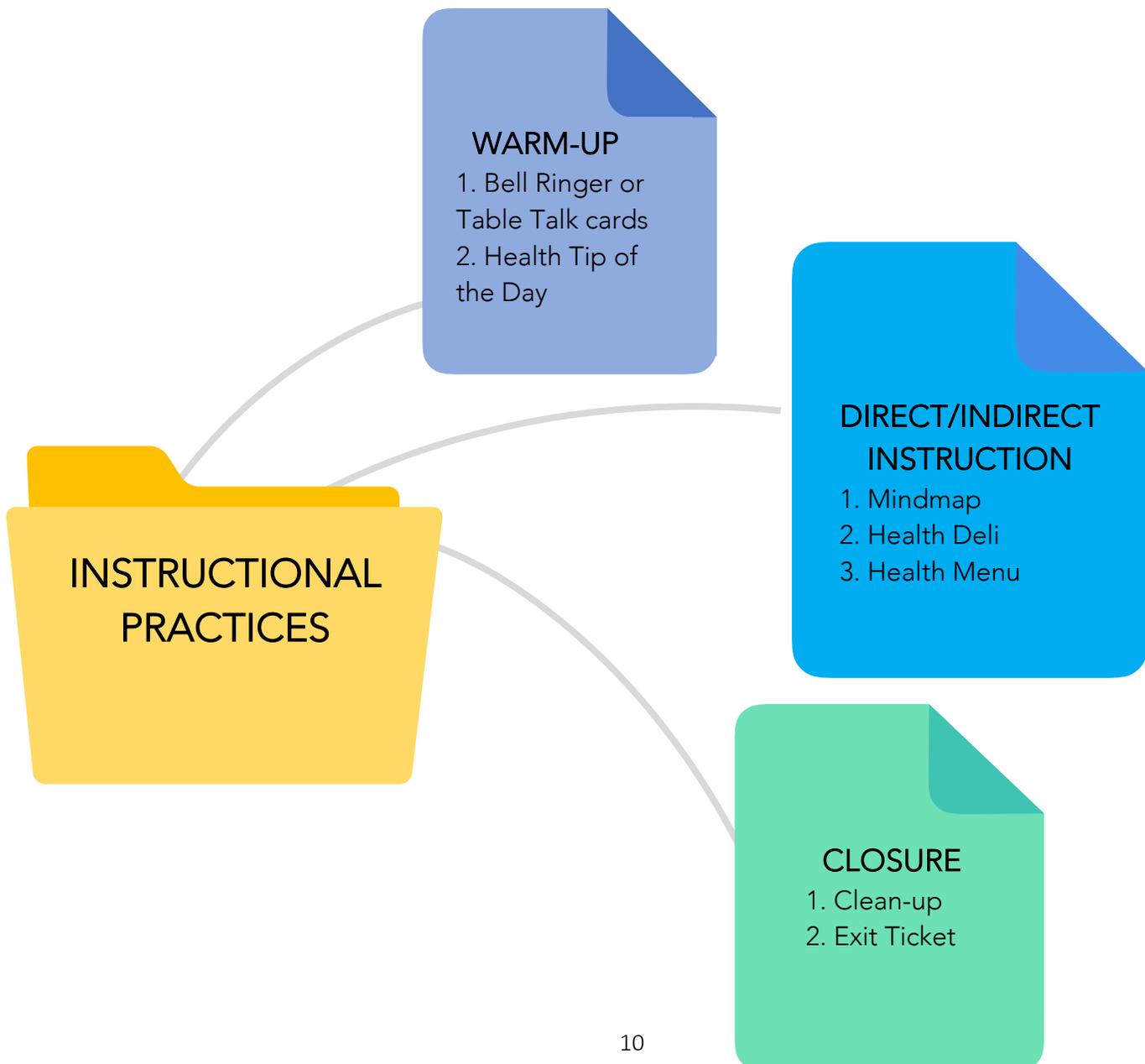
1. **“How are students graded?”**
  - a. Students are graded formally and informally.
  - b. Formal assignments include unit quizzes and end of course/semester final exam.
  - c. Informal assignments include health menu assignments.
  
2. **“What is on the student quizzes and final exam?”**
  - a. Quiz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



# Choice Led Health Daily Agenda

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

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



# Trauma-Informed Practices

## Special Considerations



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

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

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

# Introduction Week



## Stage 1: Identify Desired Results

### Students' Goals:

1. Apply health knowledge and skills to achieve and maintain long-term health and wellness. 9.1
2. To explain the impact of health risks and identify strategies and resources to limit risk. 9.2
3. To demonstrate skills to advocate for personal and community health. 9.3

### Understandings:

1. May people cannot function normally if they cannot cope with their anxiety.
2. Many who suffer from a mental health illness will deny they need help or be convinced they cannot be helped.
3. Time management can reduce stress.

### Essential Questions:

1. How can I understand my friends and family members better?
2. What personal, family, and community resources are available to help oneself or others with a mental illness or mental challenge?
3. What are some time management strategies?

### Students will know...

1. How to identify school and community mental health resources to help and assist with mental illnesses and challenges. 9.2q
2. How to create strategies to manage deadlines for a school-related activity (e.g., studying for a test, completing a project). 9.3o
3. How to promote access to mental health resources to help oneself and others. 9.3q

### Students will be able to...

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

## Stage 2: Assessment Evidence

### Performance Tasks:

1. Research practices
2. Guided notetaking
3. Slideshow
4. Self-reflection responses

### Other Evidence:

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

## Stage 3: Learning Plan

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

### LESSON 1: WELCOME DAY

- a) Welcome students to the course!
- b) Allow students to read the student course book
- c) Allow students to view "What is Choice Led Health?" video
- d) Allow students to watch "What are you expected to do?" video
- e) Allow students to watch "What are Table Talks?"
- f) Have students complete Table Talk discussion
- g) Have student's complete discussion assignment on course questions

### LESSON 2:

- h) Post daily announcement or Health Tip of the Day
- i) Students complete Table Talk discussion
- j) Create a personal mindmap to express who you are to your students.
- k) Inform students a mindmap is colorful, informative, etc.. Explain we will be using mindmaps throughout this course to understand and learn course content.
- l) 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 their personal Vision Board 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 their exit ticket and submit to online platform

## Mental Wellness/Social and Emotional Skills



### Stage 1: Identify Desired Results

#### Students' Goals:

1. Apply health knowledge and skills to achieve and maintain long-term health and wellness. 9.1
2. To explain the impact of health risks and identify strategies and resources to limit risk. 9.2
3. To demonstrate skills to advocate for personal and community health. 9.3

#### Understandings:

1. Social media helps connect people to one another.
2. Social media can be harmful to one's health.
3. Conflict is normal among friends and daily members.
4. Conflict is uncomfortable but unavoidable in life.
5. Many people cannot function normally if they cannot cope with their anxiety.
6. Mental health symptoms can make it difficult for a person to function in daily life.
7. Many who suffer from a mental health illness will deny they need help or be convinced they cannot be helped.
8. Time management can reduce stress.
9. Belonging to gang can harm someone's health and future.

#### Essential Questions:

1. What are the benefits of using social media?
2. How can social media be harmful?
3. How can I protect myself online?
4. What are common causes of conflict among family and friends?
5. How can I understand my friends and family members better?
6. How can I resolve conflicts peacefully?
7. What are possible causes of mental health disorders?
8. What personal, family, and community resources are available to help oneself or others with a mental illness or mental challenge?
9. What are healthy methods of dealing with anxiety?
10. What are some time management strategies?
11. Why would someone join a gang?

#### Students will know...

1. How to describe the positive and negative effects of social media and of sharing personal information online. 9.1o

2. How to identify signs and symptoms of mental illnesses or challenges (e.g., anxiety, depression, suicide, eating disorders, self-harm behaviors). 9.1p
3. How to identify causes of conflict with friends and family & feelings/emotions both sides might experience. 9.1q
4. How to identify types of gangs, gang-related behaviors and associated consequences. 9.1r
5. How to analyze how time management might contribute to stress reduction. 9.2o
6. How to explain limitations to effective communication online.
7. How to identify school and community mental health resources to help and assist with mental illnesses and challenges. 9.2q
8. How identify strategies for peaceful resolution of conflict. 9.2r
9. How to create strategies to manage deadlines for a school-related activity (e.g., studying for a test, completing a project). 9.3o
10. How to create strategies to manage personal information and communicate effectively online and balance technology use with offline activities. 9.3p
11. How to promote access to mental health resources to help oneself and others. 9.3q
12. How to apply appropriate conflict-resolution skills to prevent, manage, de-escalate, defuse and/or resolve conflict in a variety of situations. 9.3r

Students will be able to...

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

### Stage 2: Assessment Evidence

#### Performance Tasks:

1. Research practices
2. Guided notetaking
3. Slideshow
4. Skit
5. Public Service Announcement
6. Gameboard
7. InfoGraphic
8. Health fair board

#### Other Evidence:

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

<ul style="list-style-type: none"> <li>9. Tri-fold pamphlet</li> <li>10. Teach the Teacher</li> <li>11. StoryBook</li> <li>12. Hip Hop Health</li> <li>13. iMovie/Flipagram/Animoto</li> <li>14. SketchNotes</li> <li>15. Peer editing</li> <li>16. Blog</li> <li>17. LiveWell magazine article</li> <li>18. Podcast</li> <li>19. Self-reflection responses</li> </ul>	
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### Stage 3: Learning Plan

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 social media effects
- 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 peaceful resolution to conflict
- 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) Students complete mindmap on depression symptoms
- 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 eating disorder warning signs
- 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 self-harm signs
- 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 suicide signs
- 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 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 complete mindmap on types of gangs
- 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) Student copy a mindmap on gang related behaviors & consequences
- d) Ensure students have all their mindmaps completed
- 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 complete their health menu assignments
- d) Students take unit 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. Apply health knowledge and skills to achieve and maintain long-term health and wellness. 9.1
2. To explain the impact of health risks and identify strategies and resources to limit risk. 9.2
3. To demonstrate skills to advocate for personal and community health. 9.3

#### Understandings:

1. Individuals must assume responsibility for their own health to prevent injuries.
2. Cardiac arrest is the leading cause of death in the U.S.
3. When a person has a cardiac arrest, survival depends on immediately receiving CPR from someone nearby.
4. CPR can double or triple a cardiac arrest victim's chance of survival.
5. Reckless driving can cause long-term consequences and even death.
6. Drinking alcohol causes about 50% of all male drownings.
7. A traumatic brain injury is caused by external forces.
8. Non-traumatic brain injuries are caused by internal factors.
9. Symptoms of a concussion usually happen right away, but they can show up hours or days after an injury.
10. Most teen concussions occur while playing sports.

#### Essential Questions:

1. Why should someone know how to perform CPR?
2. How do you perform hands-only CPR?
3. Do I need to be certified to perform CPR?
4. What are some basic first aid skills?
5. How can someone reduce their risk of an unintentional injury?
6. What is the difference between a traumatic and non-traumatic brain injury?
7. Why is important to have safety protocols to prevent brain injuries?
8. What are some common signs and symptoms of a concussion?
9. Can concussions occur twice?
10. Can concussions cause learning problems?
11. What are some long-term consequences of injuries?
12. What are risk behaviors that can lead to an injury?
13. Can school threats be prevented?
14. How can a school promote a safe and inclusive environment?
15. How can I manage my time more effectively?

<ul style="list-style-type: none"> <li>11. Most schools are using baseline concussion tests to assess normal brain function.</li> <li>12. Concussion can cause learning and memory problems.</li> <li>13. People are much more likely to have a concussion if they had one before.</li> <li>14. Identify “time-wasters” (distractions) and set goals to help manage your time.</li> </ul>	
<p>Students will know...</p> <ul style="list-style-type: none"> <li>1. How to identify behaviors that contribute to injuries that may result in irreversible consequences. 9.1k</li> <li>2. How to define traumatic and non-traumatic brain injury and identify examples of each, including concussion. 9.1l</li> <li>3. How to describe actions, behaviors and signs that may indicate potential threats to individuals or the school. 9.1m</li> <li>4. How to identify effective time-management and organizational skills. 9.1n</li> <li>5. How to evaluate the long-term consequences of injury and describe controllable and uncontrollable risk factors. 9.2k</li> <li>6. How to identify common signs/symptoms (e.g., cognitive, emotional, physical, sleep) of a concussion. 9.2l</li> <li>7. How to analyze level of risk associated with a variety of behaviors, including weapon use and gang involvement. 9.2m</li> <li>8. How to identify strategies to respond to and report potential threats to individuals or the school. 9.2n</li> <li>9. How to demonstrate adult and child cardiopulmonary resuscitation (CPR), use of automated external defibrillator (AED) and first aid skills for choking, bleeding, contusions, fractures and anaphylactic shock. 9.3k</li> <li>10. How to advocate for reporting signs and symptoms and for safety practices to prevent brain injury. 9.3l</li> <li>11. How to demonstrate healthy decision-making strategies related to risky behaviors. 9.3m</li> <li>12. How to develop action steps to promote a safe and inclusive school environment. 9.3n</li> </ul>	

Students will be able to...

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

### Stage 2: Assessment Evidence

#### Performance Tasks:

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

#### Other Evidence:

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

### Stage 3: Learning Plan

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

#### LESSON 1:

- a) Post daily announcement and/or Health Tip of the day
- b) Students complete Table Talk discussion
- c) Introduce students to safety and injury prevention unit

- d) Students copy a mindmap on basic first aid tips
- e) Students work on 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 hands-only CPR
- d) Students demonstrate adult and child cardiopulmonary resuscitation and use of automated external defibrillator (AED) and first aid skills
- e) Students work on 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 motor vehicle safety
- d) Students work on 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 water safety
- d) Students work on 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 brain injuries: TBI vs. ABI
- d) Students work on 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 mindmap on concussion signs and symptoms
- d) Students work on 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 risky behaviors that can lead to injury

- d) Students work on health menu assignments

**LESSON 8:**

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

**LESSON 9:**

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

**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 their Exit Ticket

# Substance Abuse Prevention



## Stage 1: Identify Desired Results

### Students' Goals:

1. Apply health knowledge and skills to achieve and maintain long-term health and wellness. 9.1
2. To explain the impact of health risks and identify strategies and resources to limit risk. 9.2
3. To demonstrate skills to advocate for personal and community health. 9.3

### Understandings:

1. Drug use typically starts in adolescence when the first signs of mental illness commonly appear.
2. Excessive use of alcohol and other drugs increases the risk of injury.
3. Binge drinking is the most common, costly and deadly pattern of excessive alcohol use.
4. Binge drinking can cause neurological damage; attention and processing issues.
5. Binge drinking can cause stomach ulcers, liver problems and death.
6. In 2017, opioid crisis was declared a public health emergency.
7. Teens who use prescription opioids to get high are more likely to start using heroin by high school graduation.
8. Creating goals and developing personal standards helps resist the use of alcohol, tobacco and other harmful substances and behaviors.
9. Most people choose not to use alcohol and other drugs in order to protect their health and safety.
10. Drug abuse leads to unlawful activity, prosecution and prison.

### Essential Questions:

1. How does using alcohol and other drugs increase someone's risk of injury?
2. What are the consequences to binge drinking?
3. What is the opioid crisis?
4. Why are teens more vulnerable to heroin and prescription opioids?
5. How does alcohol effect the human body?
6. How do drugs effect the human body?
7. Which behaviors are connected to addiction and mental health?
8. What are the benefits of living an alcohol and drug free lifestyle?
9. What are the types of refusal skills people can use to avoid pressure to use alcohol and other drugs?
10. How can I help my peer from substance use disorder?
11. How can I help myself and others to develop a personal plan to prevent substance abuse?
12. What are legal and social consequences to drug abuse?

<p>Students will know...</p> <ol style="list-style-type: none"> <li>1. To explain how alcohol and other drugs increase the risk in injury. 9.1h</li> <li>2. How to analyze the consequences of binge drinking. 9.1i</li> <li>3. How to explain the facts about opioids and why teens are more vulnerable to heroin and prescription opioids. 9.1j</li> <li>4. How to evaluate the effects of alcohol and other drugs on human body systems, brain function, and behavior and describe the health benefits associated with abstaining from alcohol, tobacco and other drugs. 9.2h</li> <li>5. How to develop a set of personal standards to resist the use of alcohol, tobacco and other harmful substances and behaviors. 9.2i</li> <li>6. How to analyze and draw inferences about behaviors connected to addiction and mental health. 9.2j</li> <li>7. How to promote ways to encourage reporting peer substance use to trusted adults (e.g., parents, teachers, coaches, doctors). 9.3h</li> <li>8. How to develop a personal plan to prevent substance use. 9.3i</li> <li>9. How to research consequences of drug abuse, including stealing to support a drug habit, arrest, prosecution and jail. 9.3j</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> <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. Slideshow</li> <li>4. Skit</li> <li>5. Public Service Announcement</li> <li>6. Gameboard</li> <li>7. InfoGraphic</li> <li>8. Health fair board</li> <li>9. Tri-fold pamphlet</li> <li>10. Teach the Teacher</li> </ol>	<p>Other Evidence:</p> <ol style="list-style-type: none"> <li>1. Tests/quizzes on content knowledge.</li> <li>5. Ability to follow direction.</li> <li>6. Grading rubrics addressing specific project based "Choice" assignments.</li> <li>7. Ability to accept feedback and correct errors.</li> </ol>

11. StoryBook 12. Hip Hop Health 13. iMovie/Flipagram/Animoto 14. SketchNotes 15. Peer editing 16. Blog 17. LiveWell magazine article 18. Podcast 19. Self-reflection responses	
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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) Students copy a mindmap on the Binge Drinking: Facts and Consequences</li> <li>d) Allow students to 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 Short Term Effects of Alcohol on the Brain</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 Long Term Effects of Alcohol on the Brain</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> <li>b) Students complete Table Talk discussion</li> <li>c) Students copy a mindmap on Prescription Opioids and Heroin Use</li> <li>d) Students work on their health menu assignments</li> </ul>

**LESSON 5:**

- a) Post daily announcement and/or Health Tip of the day
- b) Students complete Table Talk discussion
- c) Students copy a mindmap on the Types of Opioids
- 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 Substance Use Disorders and Mental Illness
- 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 Why Teens Choose not to Drink or Use Drugs
- 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) Allow 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) Ensure students have all their unit mindmaps completed
- g) Allow 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 complete their health menu assignments
- d) Students take unit assessment (quiz questions should be based on mindmap content)
- e) students complete an Exit Ticket

# VIOLENCE PREVENTION



## Stage 1: Identify Desired Results

### Students' Goals:

1. Apply health knowledge and skills to achieve and maintain long-term health and wellness. 9.1
2. To explain the impact of health risks and identify strategies and resources to limit risk. 9.2
3. To demonstrate skills to advocate for personal and community health. 9.3

### Understandings:

1. Being associated with a gang can lead to an arrest, injury and death.
2. Gangs and gang violence put everyone at risk, including loved ones.
3. Family members of gang members live in fear for their own safety.
4. Friends and family members fear for the survival of their gang member relative(s).
5. Gang members live in fear and paranoia.
6. The risk of motor vehicle crashed is higher among teens aged 16-19 than any other age group.
7. Reckless driving a common risky behavior among teens.
8. Teens are more likely to speed than older drivers.
9. Compared with other age groups, teens and young adults have the lowest seat belt use rates.
10. Possession of a weapon could result as a misdemeanor or felony.

### Essential Questions:

1. What are some common risky adolescent behaviors?
2. What are the consequences of weapon use?
3. What is the difference between a felony and misdemeanor?
4. How does being associated with a gang affect someone?
5. How does being associated with a gang affect a family?
6. How does gang involvement affect a community?
7. Why is it important to avoid gang involvement?

### Students will know...

1. How to identify risky behaviors adolescents engage in, including weapon use and gang involvement. 9.1s

2. Examine how the consequences associated with gang involvement could affect oneself, the family and the community in the present and future. 9.2s
3. How to create a message about the importance of avoiding gang involvement. 9.3s

Students will be able to...

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

### Stage 2: Assessment Evidence

Performance Tasks:

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

Other Evidence:

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

## Stage 3: Learning Plan

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

### LESSON 1:

- a) Post daily announcement and/or Health Tip of the day
- b) Students complete Table Talk discussion
- c) Introduce students to violence prevention unit
- d) Students copy a mindmap on gang-related behaviors
- e) Students work on 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 consequences to gang involvement
- d) Students demonstrate adult and child cardiopulmonary resuscitation and use of automated external defibrillator (AED) and first aid skills
- e) Students work on 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 adolescent risky behavior
- d) Students work on 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 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 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 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 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 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 their unit mindmaps
- d) Students work on health menu assignments

**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 their Exit Ticket



## Stage 1: Identify Desired Results

### Students' Goals:

1. Apply health knowledge and skills to achieve and maintain long-term health and wellness. 9.1
2. To explain the impact of health risks and identify strategies and resources to limit risk. 9.2
3. To demonstrate skills to advocate for personal and community health. 9.3

### Understandings:

1. The endocrine system plays a vital role in controlling and regulating many of the body's functions.
2. The endocrine system glands secrete hormones to various organs and tissues in the body through the bloodstream.
3. Type I diabetes typically occurs in children and young adults.
4. About 5% of Americans have type I diabetes.
5. Type I diabetes cannot be prevented.
6. People with Type I diabetes have to take insulin every day to stay alive.
7. Type II diabetes used to be called adult-onset diabetes.
8. Losing excess pounds can help prevent type II diabetes.
9. Being physically active can help prevent type II diabetes.
10. Eating foods lower in fat and calories and higher in fiber can help prevent type II diabetes.

### Essential Questions:

1. What is the endocrine system?
2. What are the functions of the endocrine system?
3. What are common endocrine disorders?
4. What is the difference between type I and type II diabetes?
5. What are the risk factors for type II diabetes?
6. When should someone see a doctor if they suspect they have an endocrine disorder?
7. If untreated, what complications can occur from diabetes?
8. Can I prevent type I diabetes?
9. Can I prevent type II diabetes?
10. If I am prediabetic, will losing weight help prevent type II diabetes?

Students will know...

1. How to identify and describe the major structures of the endocrine system. 9.1a
2. How to identify health risks and other factors that affect the function of the endocrine system. 9.2a
3. How to promote behaviors that protect the endocrine system. 9.3a

Students will be able to...

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

## Stage 2: Assessment Evidence

Performance Tasks:

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

Other Evidence:

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

## Stage 3: Learning Plan

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

### LESSON 1:

- a) Post daily announcement and/or Health Tip of the day
- b) Students complete Table Talk discussion
- c) Students copy a mindmap on the Endocrine System Functions
- 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 copy a mindmap on Endocrine System Glands
- 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 Endocrine System Disorders
- 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 Diabetes Symptoms
- d) Students work on their health menu assignments

### LESSON 5:

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

- e) Last 5 minutes students complete an Exit Ticket (see appendix)

**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 the Type II Diabetes Prevention
- 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 their unit mindmaps
- 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 complete their health menu assignments
- d) Students take unit assessment (quiz questions should be based on mindmap content)
- e) Students complete their Exit Ticket

# NUTRITION



## Stage 1: Identify Desired Results

### Students' Goals:

1. Apply health knowledge and skills to achieve and maintain long-term health and wellness. 9.1
2. To explain the impact of health risks and identify strategies and resources to limit risk. 9.2
3. To demonstrate skills to advocate for personal and community health. 9.3

### Understandings:

1. Nutrient dense foods are rich in vitamins, minerals and other nutrients important for health.
2. Vitamins and minerals are micronutrients.
3. Vitamins are organic and can be broken down by heat, air or acid.
4. Minerals are inorganic and hold on to their chemical structure.
5. Americans typically fall short of the 20 grams or more fiber that is needed per day.
6. An effective personal wellness plan helps a person achieve a balanced lifestyle.
7. Vitamins and minerals are micronutrients.
8. Vitamins are organic and can be broken down by heat, air or acid.
9. Minerals are inorganic and hold on to their chemical structure.
10. Americans typically fall short of the 20 grams or more fiber that is needed per day.
11. An effective personal wellness plan helps a person achieve a balanced lifestyle.

### Essential Questions:

1. What are nutrient-dense foods?
2. What is the difference between vitamins and minerals?
3. Are vitamins and minerals safe to use?
4. Are vitamins and minerals safe for teens?
5. Should teens take vitamins minerals?
6. What are sports supplements?
7. Are sports supplements safe to use?
8. How are foods labeled (lite, fat-free, farm-raised, reduced fat, etc.)?
9. How are organic foods defined?
10. What does farm to table mean?
11. What is the difference between Recommended Dietary Allowance (RDA) and Dietary Reference Intakes (DRIs)?
12. How can a person incorporate the S.M.A.R.T method to focus efforts and increase chances of achieving personal goals?
13. What are some tools to customize a personal wellness plan?

<p>12. Utilizing the S.M.A.R.T (Specific, Measurable, Achievable, Realistic and Timely) method can help achieve personal nutritional goals.</p>	<p>14. What are some possible food careers someone could pursue?</p>
<p>Students will know...</p> <ol style="list-style-type: none"> <li>1. How to explain the differences between fat-soluble and water-soluble vitamins, food and non-food sources of vitamins, the role of vitamin and mineral supplements and associated dietary references intakes (DRIs) to maintain health. 9.1b</li> <li>2. How to explain organic, fresh, farm-raised, "lite," low-fat and fat-free foods 9.1c</li> <li>3. How to analyze personal daily intake to determine if one is meeting daily values for vitamins and minerals. 9.2b</li> <li>4. How to explore community resources for purchasing locally grown/sourced food, including the concept of farm-to-table/restaurant. 9.2c</li> <li>5. How to create one of more S.M.A.R.T. goals for personal consumption of vitamins and minerals and develop a plan to meet them. 9.3b</li> <li>6. How to explore careers associated with healthy food choices (e.g., dietetics, nutrition, farming, environmental science, food production, food safety, restaurant ownership). 9.3c</li> </ol>	
<p>Students will be able to...</p> <ol style="list-style-type: none"> <li>1. Demonstrate knowledge of subject material by gathering content through a variety of credible web resources.</li> <li>2. Demonstrate knowledge of subject material by applying content in a variety of "student choice and voice" health menu assignments.</li> <li>3. Demonstrate knowledge of subject material by evaluating and synthesizing subject content through a written response.</li> </ol>	

## Stage 2: Assessment Evidence

### Performance Tasks:

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

### Other Evidence:

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

## Stage 3: Learning Plan

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

### LESSON 1:

- a) Post daily announcement and/or Health Tip of the day
- b) Students complete Table Talk discussion
- c) Students copy a mindmap on S.M.A.R.T goals
- d) Students work on 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 Dietary Guidelines
- d) Students work on 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 Dietary Reference Intakes (DRIs)
- d) Students work on 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 food labels
- d) Students work on 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 food careers
- h) Students work on 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 health menu assignments

**LESSON 7:**

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

**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 their Exit Ticket

# DISEASE PREVENTION & HEALTH PROMOTION



## Stage 1: Identify Desired Results

### Students' Goals:

1. Apply health knowledge and skills to achieve and maintain long-term health and wellness. 9.1
2. To explain the impact of health risks and identify strategies and resources to limit risk. 9.2
3. To demonstrate skills to advocate for personal and community health. 9.3

### Understandings:

1. Individuals must assume responsibility for their own health to help prevent communicable or chronic diseases.
2. Lifestyle has the greatest impact on one's health.
3. Family medical history can identify people with a higher-than-usual chance of having heart disease, high blood pressure, stroke, diabetes and certain cancers.
4. It is always better to prevent a disease than to treat it after it occurs.
5. Strokes are leading cause of disability and the 4<sup>th</sup> leading cause of death in the U.S.
6. Early detection and treatment can help reverse a stroke. Every minute counts.
7. Treatments for strokes are specific and depends upon the type, size and location of the blockage or disruption of blood flow in the brain.
8. Your eyesight is one of the most important senses: 80% of what we

### Essential Questions:

1. What is a chronic disease?
2. What are risk factors for diseases that people can control?
3. How can someone help prevent a communicable or chronic disease?
4. What is the difference between a heart attack and stroke?
5. What are the most common risk factors for a heart attack or stroke?
6. How do you know if someone may be experiencing a stroke?
7. Why is it important to take care of your eyes?
8. How can someone protect their vision?
9. Why is it important to protect your ears?
10. How can someone protect their hearing?
11. How can someone protect their teeth and gums?

<p>perceive comes through our sense of sight.</p> <ol style="list-style-type: none"> <li>9. Protecting your eyes will reduce the odds of blindness, vision loss and eye disease.</li> <li>10. Protecting your ears is important. to avoid hearing loss.</li> <li>11. Regular check-ups and general self-care can help prevent hearing loss.</li> <li>12. Good oral and dental hygiene can help prevent bad breath, tooth decay and gum disease.</li> <li>13. Dentists say the most important part of tooth care happens at home.</li> </ol>	
<p>Students will know...</p> <ol style="list-style-type: none"> <li>1. How to identify common types of chronic diseases including diabetes, heart disease, cancer, obesity and stroke. 9.1e</li> <li>2. How to define herd immunity and explain how immunizations can prevent the spread of diseases. 9.1f</li> <li>3. How to describe the importance of health habits that promotes vision, hearing and dental health. 9.1g</li> <li>4. How to identify behaviors that contribute to heart disease, stroke, disease, cancer, obesity and other chronic diseases and conditions. 9.2e</li> <li>5. How to understand the difference between an epidemic and a pandemic and how they impact populations. 9.2f</li> <li>6. How to determine strategies to protect vision, hearing and dental health. 9.2g</li> <li>7. How to assesses risk factors for diabetes, heart disease, cancer, obesity, and stroke and develop personal prevention strategies. 9.3e</li> <li>8. How to analyze data on the spread of diseases and develop personal prevention strategies based on information analyzed. 9.3f</li> <li>9. How to promote vision, hearing and dental health. 9.3g</li> </ol>	

Students will be able to...

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

### Stage 2: Assessment Evidence

#### Performance Tasks:

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

#### Other Evidence:

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

### Stage 3: Learning Plan

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

#### LESSON 1:

- a) Post daily announcement and/or Health Tip of the day
- b) Students complete Table Talk discussion
- c) Students copy a mindmap on top 7 most common chronic diseases in U.S.

d) Students work on 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 chronic disease facts
- d) Students work on health menu assignments

**LESSON 3:**

- a) Post daily announcement and/or Health Tip of the day
- b) Students complete Table Talk discussion
- c) Students copy a mindmap on 10 ways to prevent disease
- d) Students work on 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 lifestyle behaviors to reduce chronic disease
- d) Students work on 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 heart attack and stroke risk factors
- d) Students work on 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 mindmap on stroke symptoms
- d) Students work on 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 vaccinations
- d) Students work on health menu assignments

**LESSON 8:**

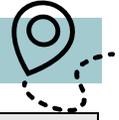
- a) Post daily announcement and/or Health Tip of the day
- b) Students complete Table Talk discussion
- c) Student copy mindmap on vision care and ear care
- d) Students work on health menu assignments

**LESSON 9:**

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

**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 their Exit Ticket



## Stage 1: Identify Desired Results

### Students' Goals:

1. Apply health knowledge and skills to achieve and maintain long-term health and wellness. 9.1
2. To explain the impact of health risks and identify strategies and resources to limit risk. 9.2
3. To demonstrate skills to advocate for personal and community health. 9.3

### Understandings:

1. Lack of affordable housing can cause someone to become homeless.
2. Mental illness and lack of needed services can cause homelessness.
3. Providing safe, affordable housing is fundamental for families to get out of poverty.
4. Environmental health affects quality and length of life.
5. Our health is determined by access to social and economic opportunities.
6. The conditions we live in can explain why some people are healthier than others.
7. Everyone deserves to have an equal opportunity to lead a quality life.
8. Quality education and job training are vital to reducing poverty.
9. Access to comprehensive health care is important for promoting and maintaining health.
10. Communities face many environmental health challenges such as air, water and soil quality.

### Essential Questions:

1. What can cause homelessness?
2. How does homelessness affect a community?
3. How can we end homelessness?
4. What health-related social issues do communities face?
5. What are effective strategies for improving health-related social issues?
6. What are global health issues a community may face?
7. How do global environmental health issues impact local communities?
8. How can someone help their community and positively impact a health-related issue?
9. How can someone effectively campaign to promote global environmental health?
10. Why is global health important?

Students will know...

1. How to identify health-related social issues such as homelessness, underage drinking and substance abuse. 9.1t
2. How to identify global environmental health issues. 9.1u
3. Evaluate strategies for improving health-related social issues. 9.2t
4. How to examine the impact of global environmental health issues on local communities. 9.2u
5. How to develop a long-term plan for oneself and/or the family to positively impact a health-related social issue. 9.3t
6. How to promote global environmental health and/or disease prevention projects. 9.3u

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. Slideshow
4. Skit
5. Public Service Announcement
6. Gameboard
7. InfoGraphic
8. Health fair board
9. Tri-fold pamphlet
10. Teach the Teacher
11. StoryBook
12. Hip Hop Health
13. iMovie/Flipagram/Animoto
14. SketchNotes
15. Peer editing
16. Blog

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.

17. LiveWell magazine article 18. Podcast 19. Self-reflection responses	
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<b>Stage 3: Learning Plan</b>
<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 students to community and environmental health unit</li> <li>d) Students copy a mindmap on global environmental health issues</li> <li>e) Students work on 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 why global health issues are important</li> <li>d) Students work on 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 health-related social issues</li> <li>d) Students work on health menu assignments</li> </ul> <p><b>LESSON 4:</b></p> <ul style="list-style-type: none"> <li>a) Post daily announcement and/or Health Tip of the day</li> <li>b) Students complete Table Talk discussion</li> <li>c) Students copy a mindmap on strategies to improve health-related social issues</li> <li>d) Students work on health menu assignments</li> </ul> <p><b>LESSON 5:</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 causes of homelessness</li> <li>d) Students work on health menu assignments</li> </ul>

**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 key strategies to end homelessness
- d) Students work on 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 solutions to end homelessness
- d) Students work on 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 health menu assignments

**LESSON 9:**

- e) Post daily announcement and/or Health Tip of the day
- f) Students complete Table Talk discussion
- g) Ensure students have all their unit mindmaps
- h) Students work on health menu assignments

**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 their Exit Ticket

# PHYSICAL HEALTH



## Stage 1: Identify Desired Results

### Students' Goals:

1. Apply health knowledge and skills to achieve and maintain long-term health and wellness. 9.1
2. To explain the impact of health risks and identify strategies and resources to limit risk. 9.2
3. To demonstrate skills to advocate for personal and community health. 9.3

### Understandings:

1. Heart disease is the leading cause of death in the U.S.
2. Through exercise, eating healthy, sleep and living tobacco free can reduce the risks for heart disease, cancer and diabetes.
3. Physical activity improves executive functioning, improves memory and helps process and consolidate information.
4. Setting personal health goals and monitoring your own progress can help you live a healthier lifestyle.

### Essential Questions:

1. What are the long-term consequences of unhealthy eating, sleep deprivation, extended screen time and sedentary lifestyle?
2. What are the physical, mental and academic benefits of proper nutrition, sleep and rest, physical activity, maintaining a healthy body weight and other personal wellness behaviors?
3. How can a personal wellness plan help meet physical, sleep, rest and nutrition goals?

### Students will know...

1. How to describe the prevalence, causes and long-term consequences of unhealthy eating, sleep deprivation, extended screen time and sedentary lifestyle. 9.1d
2. How to explain the physical, mental and academic benefits of proper nutrition, sleep and rest, physical activity, maintaining a healthy body weight and other personal wellness behaviors. 9.2d
3. How to design a wellness plan for physical activity, sleep, rest and nutrition to meet current health goals. 9.3d

### Students will be able to...

1. Demonstrate knowledge of subject material by gathering content through a variety of credible web resources.

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

### Stage 2: Assessment Evidence

#### Performance Tasks:

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

#### Other Evidence:

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

### Stage 3: Learning Plan

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

#### LESSON 1:

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

**LESSON 5:**

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

# APPENDIX & WEBLINKS

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# TEAM ROLES

## COACH

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

## TEAM MANAGER

Gets the equipment and materials for the team.

## STATISTICIAN

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

## ATHLETIC TRAINER

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



# Exit Ticket:

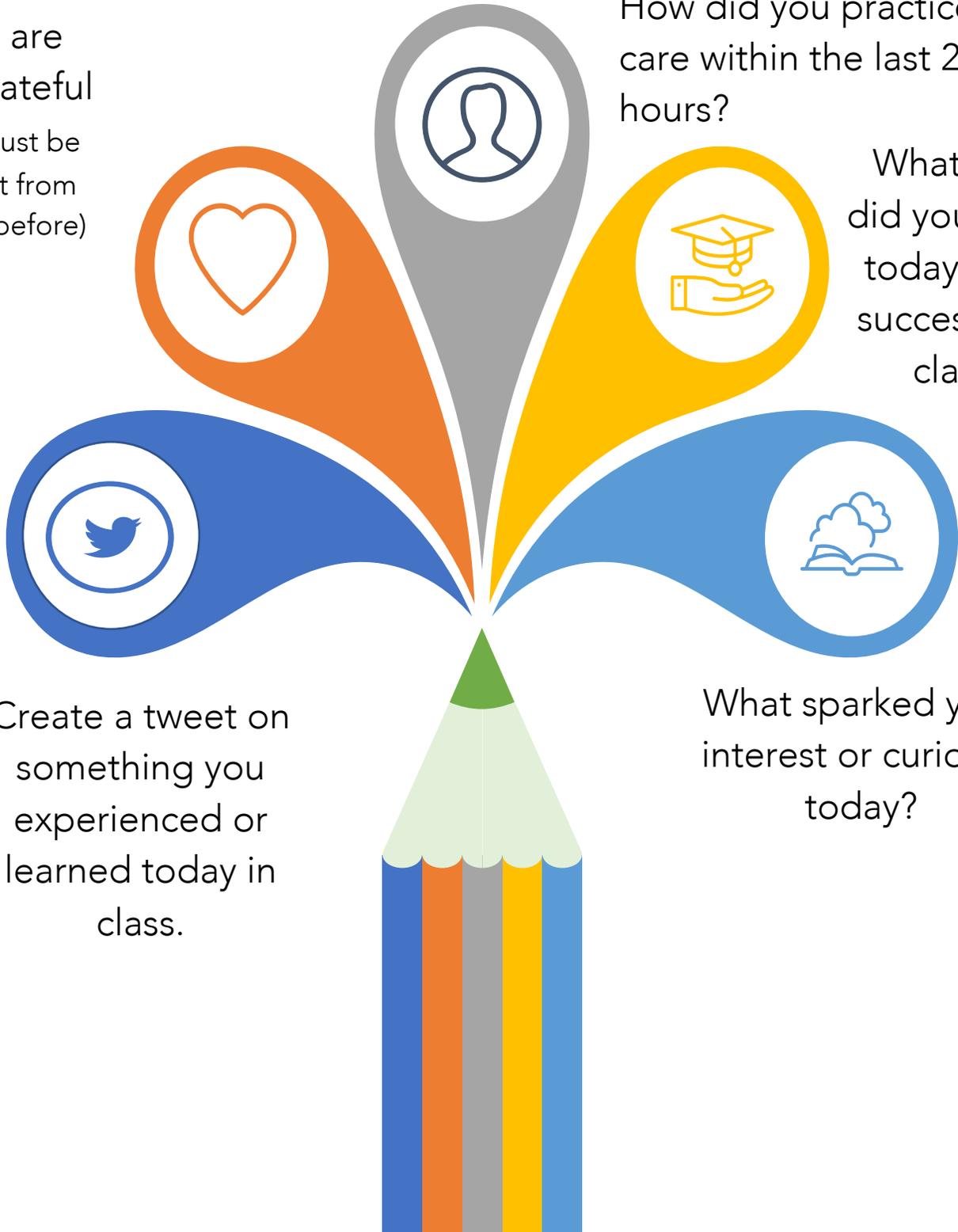
What are truly grateful for? (must be different from the day before)

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

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

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

What sparked your interest or curiosity today?



## Choice Led Health Quick links

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

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

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

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

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

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

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

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

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

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

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

## Scoring Rubrics

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

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

