

TEACHER EDITION

6th Grade

CHOICE LED HEALTH



HEALTH CAFÉ

Starters

Appetizers

Main Course

Desserts

SKILLS-BASED
HEALTH
CURRICULUM

PERSONALIZED
LEARNING

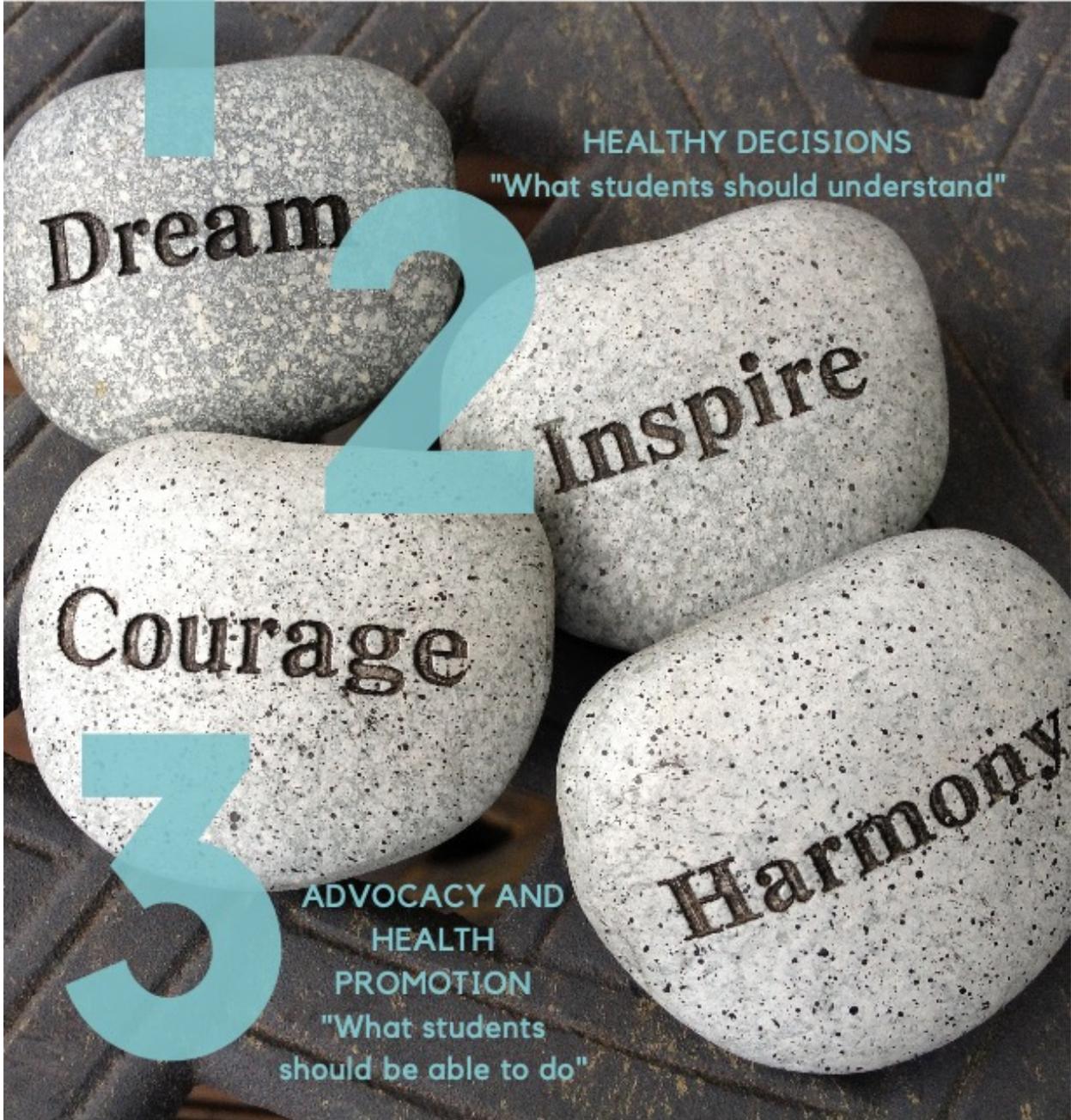
STUDENT
CHOICE &
VOICE

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

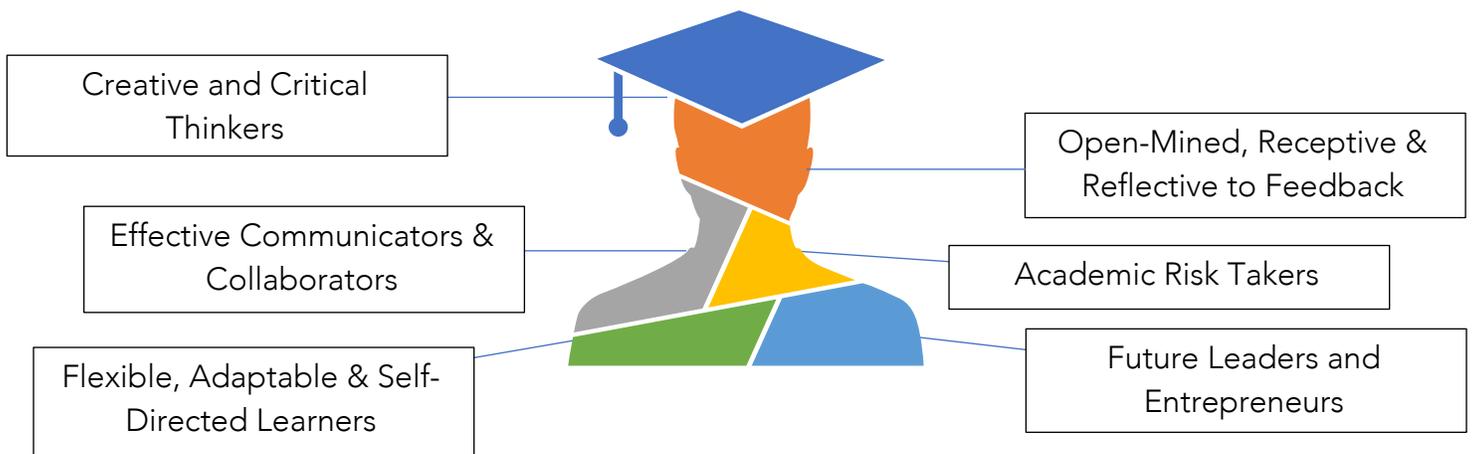
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Choice Led Health Overview:

Choice Led Health is a skills-based health curriculum providing student learning experiences to deepen their knowledge and attitudes 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."

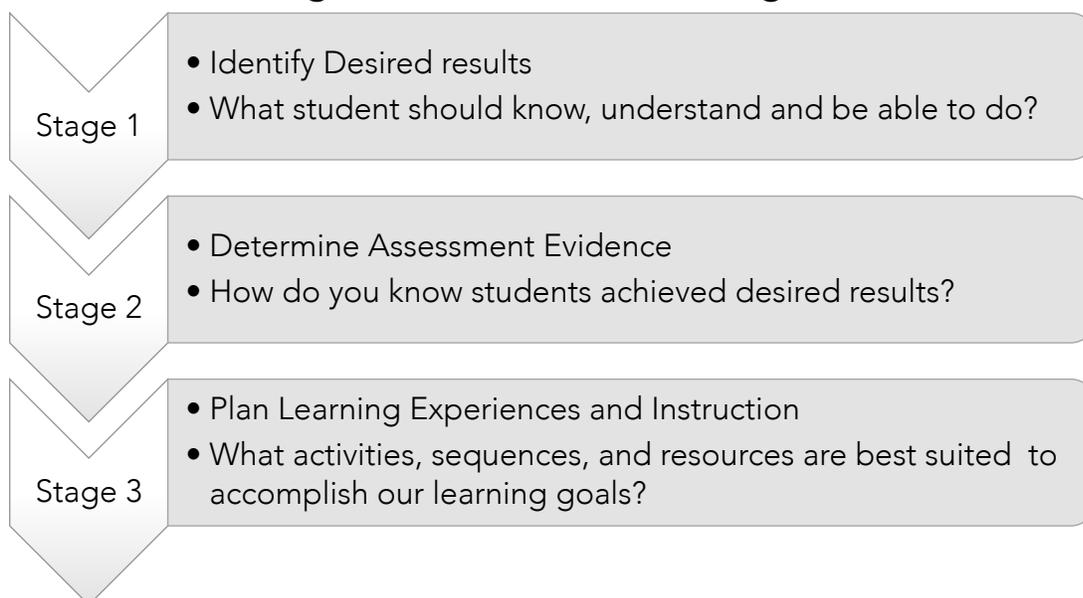
Introduction: What is Backwards Design Planning?

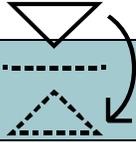
The backwards design planning offers a structure to guide curriculum, assessment, and instruction. The three-stage design process identifies (1) desired results, (2) evidence of student learning, and (3) learning experiences.

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
Substance Abuse Prevention	10 days
Body Systems	10 days
Nutrition	10 days
Disease Prevention/Health Promotion	10 days
Safety/Injury Prevention	10 days
Violence Prevention	10 days
Community and Environmental Health	10 days
Physical Health	5 days

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

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

Works Cited:

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

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

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

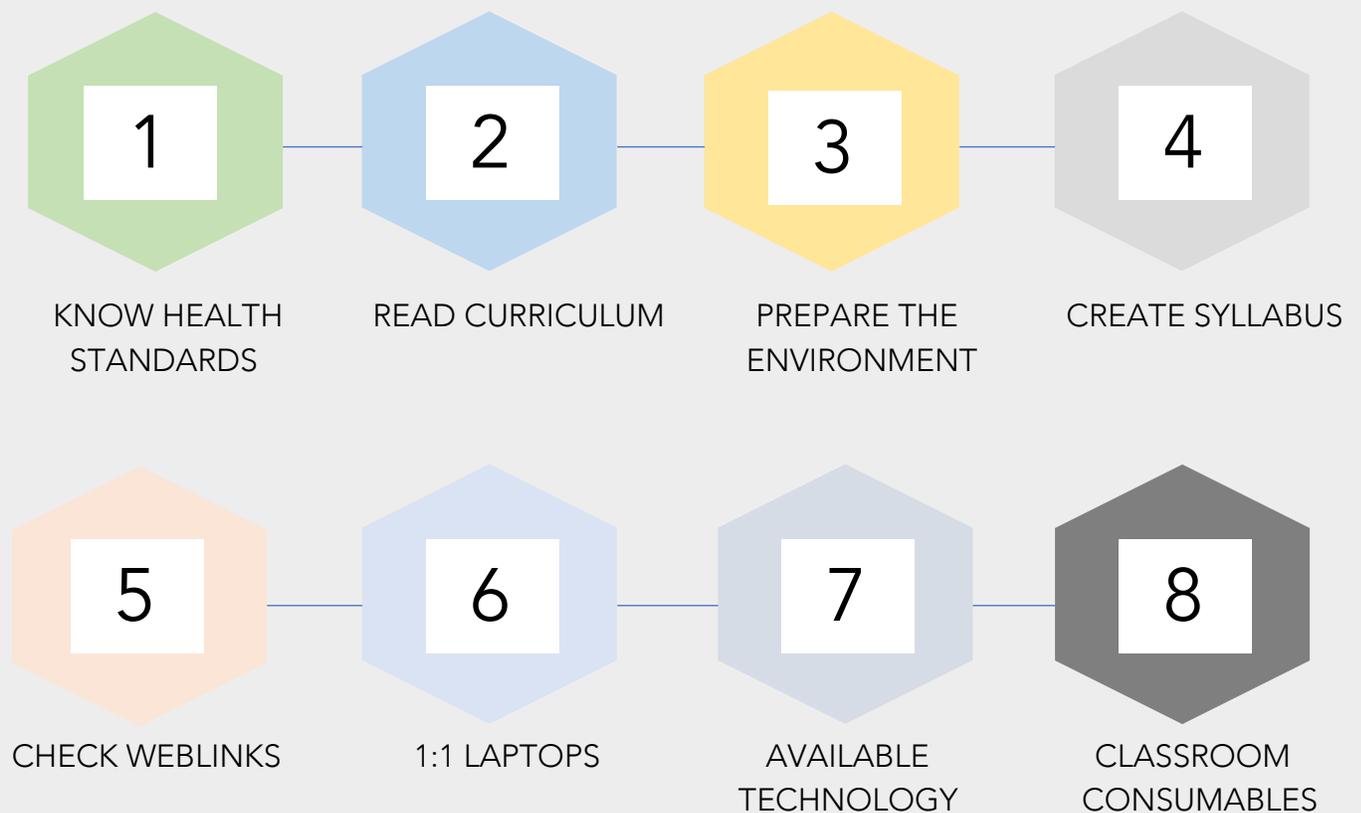


“Prep Work”

1. Get to know your state and national health education standards.
2. Be familiar with the teacher Choice Led Health curriculum, Choice Led Health Café health menus, scoring rubrics and teacher deli.
3. Set-up your room for success: (*classroom environments matter*)
 - a. Allow for flexible seating
 - b. Make room for movement
 - c. Incorporate calming jars and incorporate fidget items
 - d. Bring in tables or arrange desks to allow for student collaboration
 - e. Use acrylic table sign holders and insert team roles and place on each table/desk team (see appendix).
 - f. Create anchor charts with health menu scoring rubrics, health standards, team roles, ticket to go (exit ticket), decision making models, team norms, (see appendix)
4. Create a classroom syllabus providing:
 - a. Instructor contact information
 - b. Online course link (if available)
 - c. Course Description
 - d. Materials needed for course
 - i. Headphones/ear buds
 - ii. Markers
 - iii. Notebook/folder
 - e. Grading procedures
 - f. Guardian Signature
 - g. If available, upload classroom syllabus, bell ringer videos, health menus, and scoring rubrics to an online platform to offer a blended learning experience for students. Additionally, an online platform will allow students to upload their “choice assignments” for class credit. NOTE: Choice Led Health can be delivered without 1:1 student laptops/devices.
5. Check web-links before instruction. NOTE: Most districts do not allow students to view content from outside organizations. You may need to make a copy of all the links and upload into your own Google Drive account to share with students.

6. Create an online course for students to access. Upload mind maps, Google Drive templates (make copies to edit) & health menu content (starters, appetizers, entrees and desserts).
7. Ensure students have access to their 1 to 1 laptop (if available).
8. Ensure classroom has access to LCD projector, screen, and speakers.
9. Suggested classroom materials:
 - a. Markers
 - b. White copy paper
 - c. Poster Paper
 - d. ¼ sheets of scrap paper (Exit Ticket)

PREP PROCESS





Frequently Asked Questions:

1. **“How are students graded?”**
 - a. Students are graded formally and informally.
 - b. Formal assignments include unit quizzes and end of course/semester final exam,
 - c. Informal assignments include health menu assignments.

2. **“What is on the student quizzes and final exam?”**
 - a. Quiz content is based on the content included in the mind maps for each particular unit.
 - b. End of course/final exam content is based on the content of ALL mind maps on the 8 Choice Led Health units of study.

3. **“Who makes the quizzes and final exam?”**
 - a. Since each district has different methods for administering a quiz or exam, each Choice Led Health teacher creates their own quiz or final exam. Choice Led Teachers can use the content from the mind maps to create the quizzes and final exam for students to take digitally or by hand.

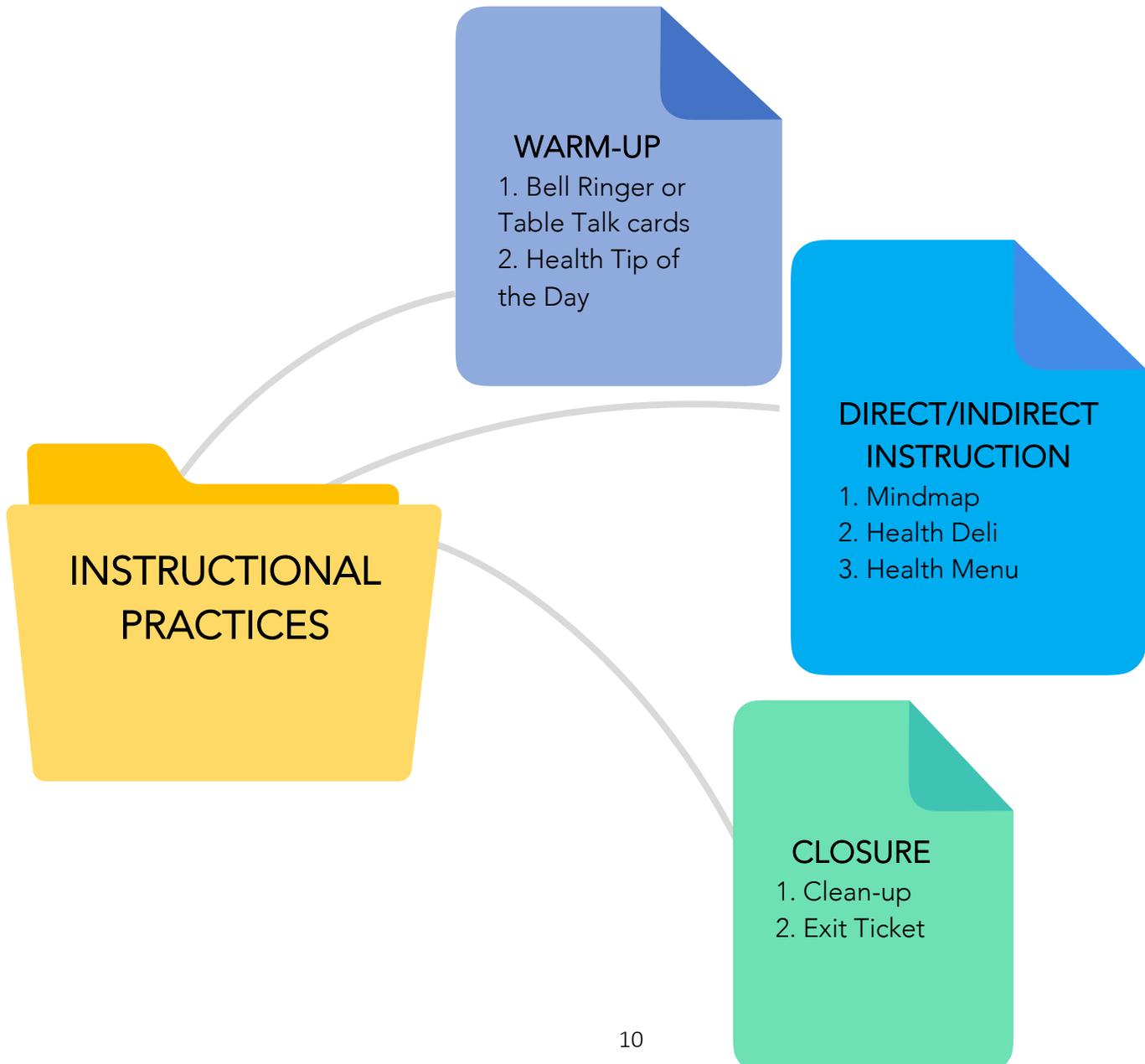
4. **“Can students use their mind maps when taking a quiz or exam?”**
 - a. Since learning should be the pursuit of knowledge & how to access information, Choice Led Health encourages an “open-notebook” method when taking quizzes and exams. This way, students learn the importance of “keeping up” and organizing their mind maps to access them for the quiz or final exam.



Choice Led Health Daily Agenda

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

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



Trauma-Informed Practices Special Considerations



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

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

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

Introduction Week



Stage 1: Identify Desired Results

Students' Goals:

1. To apply critical thinking skills and personal management strategies to address issues and concerns related to personal health and wellness. 6.1
2. To describe the influence of family, peers and media on personal health decisions. 6.2
3. To develop personal strategies and skills for personal, social and community health. 6.3

Understandings:

1. To "know thyself" is important for self-awareness.
2. Belonging to groups requires the development of positive skills and dispositions.
3. Some behaviors contribute to the ability of a group to function productively; other behaviors distract from the group's mission.
4. Effective communication is important to get along with others.
5. Active listening is one of the best ways to demonstrate consideration and respect for others.
6. We feel uncomfortable around people who violate our personal boundaries.

Essential Questions:

1. Why is it important to understand personal strengths and areas for growth?
2. How do you set and monitor a personal goal to improve an area of growth?
3. Why is it important to understand the feelings and perspectives of others?
4. What are some strategies to show respect for individual differences, opinions?
5. What strategies can someone apply to work through adversity and challenges?
6. What skills/behaviors are productive and counter-productive in a group?
7. What are effective and ineffective verbal and non-verbal communication?

Students will know...

1. How to analyze factors that contribute to group success (e.g. respecting individual differences and opinions, accepting responsibility, contributing

- positively, knowing when to lead and when to follow, dealing with conflict, using effective face-to-face and online communication skills). 6.1q
2. How to explain the importance of understanding the feelings and perspectives of others. 6.2q
 3. How to demonstrate ways to show respect for individual differences, opinions and beliefs. 6.3q
 4. How to define mental health and describe what it means to be mentally healthy. 6.1r
 5. How to describe personal strengths and areas for growth. 6.1s
 6. How to describe strategies to work through adversity and challenges. 6.2s
 7. How to set and monitor a personal goal to address one area of growth. 6.3s

- 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 by writing 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 	<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 "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: 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 apply critical thinking skills and personal management strategies to address issues and concerns related to personal health and wellness. 6.1
2. To describe the influence of family, peers and media on personal health decisions. 6.2
3. To develop personal strategies and skills for personal, social and community health. 6.3

Understandings:

1. A positive body image is important for your health and overall wellbeing.
2. Body image issues can lead to depression, anxiety, anger, and even self-loathing.
3. To "know thyself" is important for self-awareness.
4. Belonging to groups requires the development of positive skills and dispositions.
5. Some behaviors contribute to the ability of a group to function productively; other behaviors distract from the group's mission.
6. Effective communication is important to get along with others.
7. Active listening is one of the best ways to demonstrate consideration and respect for others.
8. Effective stress management can lead to a healthier, happier and more productive life.
9. Identifying limits in relationships is the first step in maintaining healthy boundaries.

Essential Questions:

1. What does it mean to have a positive body image?
2. How does culture, media and other external factors influence one's body image?
3. Why is it important to understand personal strengths and areas for growth?
4. How do you set and monitor a personal goal to improve an area of growth?
5. Why is it important to understand the feelings and perspectives of others?
6. What are some strategies to show respect for individual differences, opinions?
7. How do you define mental health?
8. What are mental illnesses?
9. What are protective and risk factors for mental illnesses or mental challenges?
10. What strategies can someone apply to work through adversity and challenges?
11. What personal, family, and community resources are available

<p>10. Setting personal boundaries establishes how you want to be treated.</p> <p>11. Personal boundaries are basic guidelines people create to establish how others are able to behave around them.</p> <p>12. We feel uncomfortable around people who violate our personal boundaries.</p>	<p>to help oneself or others with a mental illness or mental challenge?</p> <p>12. What skills/behaviors are productive and counter-productive in a group?</p> <p>13. What are effective and ineffective verbal and non-verbal communication?</p> <p>14. What are positive and negative responses to stress and criticism?</p> <p>15. How can someone create a plan to manage stress?</p> <p>16. How do internal factors, such as responses to criticism or stress affect our emotional and social health?</p> <p>17. Why is setting personal boundaries important for our physical, emotional and social health?</p> <p>18. How can someone set and communicate personal boundaries and respect the boundaries of others?</p> <p>19. What skills and behaviors are needed to communicate personal boundaries for privacy, safety and expression of emotions and opinions?</p>
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Students will know...

1. How to define body image and explain the importance of having a positive body image. 6.1p
2. How culture, media and other external factors influence perceptions about body image. 6.2p
3. How to analyze the influence of media on issues related to body image. 6.3p
4. How to analyze factors that contribute to group success (e.g. respecting individual differences and opinions, accepting responsibility, contributing positively, knowing when to lead and when to follow, dealing with conflict, using effective face-to-face and online communication skills). 6.1q

5. How to explain the importance of understanding the feelings and perspectives of others. 6.2q
6. How to demonstrate ways to show respect for individual differences, opinions and beliefs. 6.3q
7. How to define mental health and describe what it means to be mentally healthy. 6.1r
8. How to identify protective and risk factors for mental illnesses and challenges. 6.2r
9. How to compile and promote personal, family, and community resources that can help oneself and others with mental illness and challenges. 6.3r
10. How to describe personal strengths and areas for growth. 6.1s
11. How to describe strategies to work through adversity and challenges. 6.2s
12. How to set and monitor a personal goal to address one area of growth. 6.3s
13. How to identify potential positive and negative responses to stress and criticism. 6.1t
14. How to analyze internal factors, such as responses to criticism or stress, which influence emotional and social health. 6.2t
15. How to create a plan to manage stress. 6.3t
16. How to explain the importance of personal boundaries for physical, emotional, and social health. 6.1u
17. How to identify ways to set and communicate personal boundaries and how to respect the boundaries of others. 6.2u
18. How to practice ways to communicate personal boundaries for privacy, safety and expression of emotions and opinions. 6.3u

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 by writing a written response.

Stage 2: Assessment Evidence

Performance Tasks:

1. Research practices
2. Guided notetaking
3. Slides presentation
4. InfoGraphic

Other Evidence:

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: WELCOME DAY

- 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 Effective vs. Ineffective Communication.
- 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 copy a mindmap on the Importance of Empathy & Perspectives of others.
- d) Students to work on their health menu assignments

LESSON 4:

- a) Post daily announcement and/or Health Tip of the day
- b) Students complete Table Talk discussion
- c) Students complete mindmap on importance of Personal Boundaries & Setting Personal boundaries
- d) Students work on their health menu assignments

LESSON 5:

- e) Post daily announcement and/or Health Tip of the day
- f) Students complete Table Talk discussion
- g) Students complete mindmap on Being Mentally Healthy
- h) Students work on their Health Menu Assignments.

LESSON 6:

- a) Post daily announcement and/or Health Tip of the day
- b) Students complete Table Talk discussion
- c) Students complete mindmap on Being Mentally 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 complete mindmap on Importance of Positive Body Image & Developing a Positive Body Image
- 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 Negative Effects of Stress
- 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 complete mindmap on Negative Responses to Stress & Criticism and Positive Responses to Stress & Criticism
- 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) Student stake unit quiz (quiz questions should be based on mindmap content)
- d) Students finish their health menu assignments
- e) Students complete their exit ticket and submit to online platform

Substance Abuse Prevention



Stage 1: Identify Desired Results

Students' Goals:

1. To apply critical thinking skills and personal management strategies to address issues and concerns related to personal health and wellness. 6.1
2. To describe the influence of family, peers and media on personal health decisions. 6.2
3. To develop personal strategies and skills for personal, social and community health. 6.3

Understandings:

1. Substance use disorder is now the medical term for addiction.
2. Addiction is characterized by a person's inability to control the impulse to use drugs even when there are negative consequences.
3. The influence of advertising on youth is powerful.
4. More than one half of the money that alcohol companies spend on magazine advertising goes to magazines that have high readership of underage young people (12-20).
5. Teens are twice as likely to be influenced to smoke by cigarette ads when compared to those pressured by peers.
6. When a person abuses drugs and alcohol it limits their long-term success in meeting goals, a job, and lasting relationships are very difficult.
7. Substance abusers often find their addiction can isolate them socially.
8. The use of cigarettes, cigars, and pipe smoke can harm nearly every organ in the body and cause a

Essential Questions:

1. What is the difference between addiction and substance use disorder?
2. What are opioids?
3. Which opioids are legal and illegal?
4. How are opioids dangerous?
5. What does "National opioid epidemic" mean?
6. What is a nicotine-free environment?
7. Are there laws or policies enforcing nicotine-free environments?
8. What is the difference between proper use and misuse of prescription and nonprescription drugs?
9. How can someone be influenced to use alcohol, tobacco, nicotine products, inhalants and other drugs?
10. How can someone be influenced not to use alcohol, tobacco, nicotine products, inhalants and other drugs?
11. What role does the media play in reducing or promoting

<p>wide array of diseases and illnesses.</p> <ol style="list-style-type: none"> 9. Secondhand smoke is the most hazardous form of indoor air pollution. 10. Some people may lack self-confidence or the necessary skills to avoid pressure to use alcohol and other drugs. 11. Most people choose not to use alcohol and other drugs in order to protect their health and safety. 12. Being addicted to a substance goes beyond physical dependence. Counseling helps addicts stay clean and sober. 	<p>prescription, nonprescription and unregulated medication choices?</p> <ol style="list-style-type: none"> 12. What are common advertising strategies used by alcohol, tobacco, nicotine products and drug companies? 13. What are the types of refusal skills people can use to avoid pressure to use alcohol and other drugs? 14. How does someone accept responsibility for their personal actions to avoid risk-taking behaviors related to substance abuse? 15. What type(s) of support are available at school and in the community for substance use disorders?
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Students will know...

1. How to differentiate between proper use and misuse of prescription and nonprescription medications. 6.1h
2. How to recognize societal influences/influencers on both the reduction and promotion of the use of alcohol, tobacco, nicotine products and other drugs. 6.1i
3. How to define addiction and substance use disorder. 6.1j
4. How to identify different types of opioids. 6.1j
5. How to explain the importance of accepting responsibility for personal actions to avoid risk-taking behaviors related to substance use. 6.1l
6. How to evaluate the influence of media and marketing techniques on prescription, nonprescription and unregulated medication choices. 6.2h
7. How to identify the benefits of a smoke and tobacco/nicotine-free environment. 6.2i
8. How to describe characteristics of substance use disorder. 6.2 k
9. How to differentiate between legal and illegal drugs that fall into opioid category. 6.2k
10. How to analyze family and peer pressure as influences on the use and nonuse opioids, alcohol, tobacco, inhalants and other drugs. 6.2l

11. How to describe where to access accurate information on eth proper use if prescription, nonprescription and unregulated medications. 6.3h
12. How to examine the changes in school and community policies and laws regarding tobacco/nicotine-free environments. 6.3i
13. How to describe the types of support available at school and in the community for substance use disorders. 6.3j
14. How to describe the dangers of opioids in the home and the community impact of the national opioid epidemic. 6.3k
15. How to identify mental and health professional and explain their role in preventing the use/abuse of prescription opioids and other drugs. 6.3l

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 by writing 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

Other Evidence:

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

Stage 3: Learning Plan

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

LESSON 1:

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

LESSON 2:

- a) Post daily announcement and/or Health Tip of the day
- b) Students complete Table Talk discussion
- c) Students copy a mindmap on substance use disorder
- d) Students to 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 social media and teen drug and alcohol use
- d) Students to work on their health menu assignments.

LESSON 4:

- a) Post daily announcement and/or Health Tip of the day
- b) Students complete Table Talk discussion
- c) Students copy a mindmap on over-the-counter (OTC) prescription drug label
- d) Students to 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 how prescription drugs are misused
- d) Students to 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 the 3 classes of medication.
- d) Students to 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 the types of opioids.
- d) Students to work on their health menu assignments

LESSON 8:

- a) Post daily announcement and/or Health Tip of the day
- b) Students complete Table Talk discussion
- c) Students copy a mindmap on the benefits of a smoke free environment.
- d) Students to 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 completed all unit mindmaps
- d) Students to 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 test/quiz on substance abuse prevention
- e) Students complete their Exit Ticket

Body Systems



Stage 1: Identify Desired Results

Students' Goals:

1. To apply critical thinking skills and personal management strategies to address issues and concerns related to personal health and wellness. 6.1
2. To describe the influence of family, peers and media on personal health decisions. 6.2
3. To develop personal strategies and skills for personal, social and community health. 6.3

Understandings:

1. The urinary system is also known as the renal system or urinary tract.
2. The kidneys, ureters, bladder and urethra are the primary structures of the urinary system.
3. Staying well hydrated may reduce the risk of kidney stones and urinary tract infections.
4. Water helps dissolve minerals and nutrients.
5. Keeping your urine light yellow or colorless means you are well hydrated.
6. Severe dehydration can lead to kidney damage.
7. Being tobacco free helps the renal system to function properly.
8. Eating healthy helps the renal system to function properly.
9. Maintaining a healthy weight helps the renal system function properly.

Essential Questions:

1. What are the primary structures of the urinary system?
2. What are the primary functions of the urinary system?
3. How does water help our kidneys function?
4. How much water should I consume to support renal health?
5. What can I do to keep my urinary system healthy?

Students will know...

1. How to identify and describe the major structures and functions of the renal and urinary systems (kidneys, ureters, bladder and urethra). 6.1a

2. How to describe the importance of proper hydration to support renal function. 6.2a
3. How to describe strategies to promote renal health. 6.3a

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 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. 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 copy a mindmap on the Urinary System
- 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 work on their health menu assignments

LESSON 3:

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

LESSON 4:

- a) Post daily announcement and/or Health Tip of the day
- b) Students complete Table Talk discussion
- c) Students copy mindmap on 8 Ways to keep Your Kidneys Healthy
- d) Students work on their health menu assignments

LESSON 5:

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

LESSON 6:

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

LESSON 7:

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

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 completed all 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 finish health menu assignments
- d) Students take unit quiz/assessment (quiz questions should be based on mind map content)
- e) Students complete their Exit Ticket

NUTRITION



Stage 1: Identify Desired Results

Students' Goals:

1. To apply critical thinking skills and personal management strategies to address issues and concerns related to personal health and wellness. 6.1
2. To describe the influence of family, peers and media on personal health decisions. 6.2
3. To develop personal strategies and skills for personal, social and community health. 6.3

Understandings:

1. Approximately 15 million Americans live with a food allergy.
2. 90% of food allergies are peanuts, shellfish, fish, tree nuts, wheat, milk, wheat and eggs.
3. Food manufacturers must state on their nutrition facts label if foods contain common food allergens.
4. The difference between a food allergy and food sensitivity is how the body responds.
5. Avoiding foods causing allergy is the best preventive method.
6. Establish a plan of action at home, school, work, camps, etc. is recommended for someone with a food allergy.
7. Typical American serving sizes are 1.5 to 3 times larger than they should be.
8. Carbohydrates, protein and fats are the three macronutrients which are energy providing nutrients.
9. Students rarely consider what they drink as food, forgetting that fluids can cost many empty calories.

Essential Questions:

1. What are the most common food allergens?
2. Approximately how many Americans live with a food allergy?
3. What some common reactions to a food allergy?
4. How can someone manage to stay healthy with a food allergy?
5. What is the difference between a food sensitivity and a food allergy?
6. Should adolescent males and females consume different amounts of macronutrients?
7. What are the recommended daily allowances of macronutrients for teenage girls and boys?
8. Why are Trans fats and Saturated fats harmful to someone's health?
9. What are the components on a Nutrition Facts Label?
10. How much food should someone consume based on their gender, height and weight and physical activity?

<p>10. On average, adolescent males need to consume between 2,000-3,200 calories depending on physical activity levels.</p> <p>11. On average, adolescent females need to consume between 1,800-2,400 calories per day depending on physical activity levels.</p>	
<p>Students will know...</p> <ol style="list-style-type: none"> 1. How to compare the Recommended Daily Allowance (RDA) of macronutrients (i.e., carbohydrates, fat, protein) for adolescent males and females. 6.1b 2. How to explain ingredients in foods that may cause an allergic reaction. 6.1c 3. How to analyze the benefits of following recommended daily allowances for macronutrients when selecting beverages and planning meals and snacks. 6.2b 4. How to interpret information on a food label to identify a food product that may cause an allergic reaction. 6.2c 5. How to create a one-day plan for meals, snacks and beverages that includes the daily recommended macronutrients. 6.3a 6. How to promote the understanding of the impact of food allergies on individuals. 6.3c 	
<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 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. 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 copy a mind map on food allergy vs. food sensitivity
- d) Student complete their health menu assignments

LESSON 2:

- a) Post daily announcement and/or Health Tip of the day
- b) Students complete Table Talk discussion
- c) Students copy a mindmap on most common food allergens
- d) Students 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 copy a mindmap common reactions to food allergy
- d) Students work on their health menu assignments

LESSON 4:

- a) Post daily announcement and/or Health Tip of the day
- b) Students complete Table Talk discussion
- c) Students copy a mindmap on how to manage food allergies
- 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 nutrition facts label
- 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 macronutrients
- d) Students finish health menu assignments

LESSON 7:

- a) Post daily announcement and/or Health Tip of the day
- b) Students complete Table Talk discussion
- c) Students copy a mindmap on recommended daily allowance for teenagers
- 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 completed all 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 finish health menu assignments

d) Students take unit quiz/assessment (quiz questions should be based on mind map content)

e) Students complete their Exit Ticket

DISEASE PREVENTION & HEALTH PROMOTION



Stage 1: Identify Desired Results

Students' Goals:

1. To apply critical thinking skills and personal management strategies to address issues and concerns related to personal health and wellness. 6.1
2. To describe the influence of family, peers and media on personal health decisions. 6.2
3. To develop personal strategies and skills for personal, social and community health. 6.3

Understandings:

1. Heart disease, cancer and diabetes are leading causes of death and disability in the U.S.
2. Chronic diseases involve degeneration of body organs.
3. Tobacco use, poor nutrition, inactivity, inadequate sleep and excessive alcohol use are lifestyle risk factors for chronic diseases.
4. Communicable diseases are spread through pathogens.
5. Hand washing is extremely important for prevention of disease.
6. Vaccinations help eliminate and reduce disease threats.
7. Local health departments may have programs providing vaccines at little to no cost.
8. It is important for a patient to report symptoms accurately to a health care provider to diagnose and treat early.
9. Knowing how communicable diseases are spread is helpful information for being able to prevent transmission.

Essential Questions:

1. What causes heart disease?
2. What causes cancer?
3. What causes diabetes?
4. How can someone reduce their chance of a chronic disease?
5. What is the difference between communicable and chronic disease?
6. Which diseases are chronic or contagious?
7. What are some preventative measures for communicable diseases?
8. Are vaccines safe?
9. How does social and environmental influences affect my health?
10. Which immunizations and vaccines are available to prevent communicable disease and illness?
11. How does the media influence personal health choices?
12. How can I protect myself from a health fraud scam?

<p>10. Physical and social factors can affect mortality rates and a person's quality of life.</p> <p>11. Millions of dollars are spent each year on health products that are worthless and even dangerous.</p> <p>12. Most people have no idea how much their behaviors are influenced by advertising.</p>	
<p>Students will know...</p> <ol style="list-style-type: none"> 1. How to describe causes of heart disease, cancer and diabetes. 6.1d 2. How to identify a variety of immunizations and vaccines available to prevent communicable disease and illness. 6.1e 3. How to identify influences (e.g., family, peers, culture, screen time, social media) on personal health choices. 6.1f 4. How to describe persuasive tactics used by various types of media. 6.1g 5. How to identify strategies to prevent heart disease, cancer and diabetes. 6.2d 6. How to describe the impact of immunizations and vaccines on individuals and others. 6.2e 7. How to explain the impact of external influences (e.g., family, peers, screen time, social media) on personal health choices. 6.2f 8. How to analyze a variety of media to identify tactics used to persuade consumers regarding physical activity, nutrition, sleep or other areas of personal health products. 6.2g 9. How to promote strategies to prevent heart disease, cancer and diabetes. 6.3d 10. How identify strategies to reduce illness at home and at school. 6.3e 11. How to monitor personal progress toward physical activity, nutrition and sleep goals. 6.3f 12. How to analyze the reliability of health product claims for physical activity, nutrition, sleep or other areas of personal health. 6.3g 	
<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 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. 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) Introduce Disease Prevention/Health Promotion unit
- d) Students copy a mind map on chronic disease facts
- e) 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 top 7 most common chronic disease in U.S.
- d) Students 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 copy a mindmap on lifestyle behaviors to reduce chronic disease
- 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 communicable diseases
- 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 vaccinations
- 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 social and environmental factors on personal health
- d) Students finish health menu assignments

LESSON 7:

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

SAFETY & INJURY PREVENTION



Stage 1: Identify Desired Results

Students' Goals:

1. To apply critical thinking skills and personal management strategies to address issues and concerns related to personal health and wellness. 6.1
2. To describe the influence of family, peers and media on personal health decisions. 6.2
3. To develop personal strategies and skills for personal, social and community health. 6.3

Understandings:

1. You can file a report on website or app if someone posts an inappropriate comment or post.
2. Anything you upload, email or message could stay on the internet forever.
3. Re-reading offensive comments online can lead to obsession and feelings of anger.
4. Each year in the U.S. approximately 3 million people are nonfatally injured in a motor vehicle crash.
5. Motor vehicle injuries can result in loss productivity and high medical costs.
6. Providing basic first aid can help preserve life, prevent further anger and promote recovery.
7. Having basic first aid knowledge or training can help reduce panic during an emergency.
8. An EpiPen may be used in emergencies to treat very serious allergic reactions to insect bites/stings, foods, drugs or other substances.

Essential Questions:

1. How can I protect myself on the internet?
2. How should someone respond to a cyberbully?
3. How can I stay safe while driving or riding in a motor vehicle?
4. What are the different types of school safety drills?
5. Are all school safety drills a necessary precaution?
6. Can anyone apply basic first aid techniques?
7. Do you need to be certified in first aid and CPR to administer life-saving techniques?
8. When should an EpiPen be used?
9. Can one sunburn increase my risk for skin cancer?
10. What should I do if I get sunburned?

<p>9. Repeated sunburns can raise your risk for skin cancer.</p> <p>10. Seek medical help if you have severe blistering sunburn over a large portion of your body or if you have a fever, chills and are confused.</p>	
<p>Students will know...</p> <ol style="list-style-type: none"> 1. How to identify strategies to prevent injuries, including safety habits in vehicles, on the internet, in public areas and during recreational activities. 6.1m 2. How to describe basic first aid and emergency procedures for common injuries, including sunburn, cuts, scrapes and insect stings. 6.1n 3. How to list types and purposes of school safety drills. 6.1o 4. How to explain the importance of accepting responsibility for personal actions to avoid risk-taking behaviors and injury. 6.2m 5. How to use a decision-making process to determine when medical assistance is needed. 6.2n 6. How to describe the consequences of not following school safety drill procedures. 6.2o 7. How to develop a plan to remain injury-free, including avoiding risk taking behaviors online and in the community and using safety equipment. 6.3m 8. How to demonstrate basic first aid and emergency procedures for common injuries, including sunburn, cuts, scrapes and insect stings. 6.3n 9. Demonstrate appropriate behaviors during lockdown, fire/evacuation, tornado, earthquake and other safety drills. 6.3o 	
<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 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. 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) Introduce Safety and Injury Prevention unit
- d) Students copy a mindmap on internet safety
- e) Students work on their health menu assignments

LESSON 2:

- a) Post daily announcement and/or Health Tip of the day
- b) Students complete Table Talk discussion
- c) Students copy a mindmap on cyberbullying
- d) Students 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 copy a mindmap on motor vehicle safety
- 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 school safety drills
- 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 basic first aid tips
- d) Students work on their health menu assignments

LESSON 6:

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

LESSON 7:

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

LESSON 8:

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

LESSON 9:

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

VIOLENCE PREVENTION



Stage 1: Identify Desired Results

Students' Goals:

1. To apply critical thinking skills and personal management strategies to address issues and concerns related to personal health and wellness. 6.1
2. To describe the influence of family, peers and media on personal health decisions. 6.2
3. To develop personal strategies and skills for personal, social and community health. 6.3

Understandings:

1. The average American child will witness over 200,000 violent acts on TV by age 18.
2. Characters on TV reinforce gender-role and racial stereotypes.
3. Many violent acts on TV or in video games are considered the "good guy" or hero.
4. Kids have a difficulty telling the difference between fantasy and reality.
5. If a news item is covered more frequently, viewers will regard the issue as more important.
6. Media is a source in shaping public opinion and political beliefs by choosing what and how they broadcast information.
7. The media can exaggerate threat and unnecessarily increase public fear.
8. Kids who are bullied can feel overwhelmed, humiliated, powerless and can lead to suicide.
9. Kids who witness bullying acts are more likely to have an increase in mental health problems.

Essential Questions:

1. How does the media influence conflict and violence?
2. What is the impact on media and violence?
3. Do violent video games increase aggression?
4. How does the media reinforce gender-role and racial stereotypes?
5. Can the media shape public opinion and political beliefs?
6. What are some effects to kids who are bullies?
7. What are some effects to kids who are bullied?
8. What are some effects to kids who witness other kids being bullied?
9. Do gangs have common behaviors?
10. How can a friend or adult mentor help someone avoid being part of a gang?
11. What are some methods to prevent violence and resolve conflict peacefully?

<ol style="list-style-type: none"> 10. Kids who bully others are more likely to get into fights, vandalize property, get in trouble with the law and drop out of school. 11. To show their loyalty, gang members are initiated through a “jump in” by being beat up by other gang members. 12. Maintaining respect is a fundamental goal of gangs. 13. Adult mentors can help kids stay away from gang activity. 14. The more time kids spend in school or in extracurricular activities the more likely they will stay out of trouble. 15. It takes a community to help reduce violence. 16. It is always better to settle arguments with words, not fists or weapons. 17. It is important your body language matches what you say. 18. You should only say “No” when you really mean it. 19. It is up to you (not your friends) to decide what you value. 	<p>12. What are effective resistance skills to avoid violence, gangs, weapons, alcohol, tobacco and other drugs?</p>
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Students will know...

1. How to analyze the role of emotions and media influences on conflict and violence. 6.1v
2. How to describe the possible effects of bullying and cyberbullying, including the increased risk for harm and violence when bullying aggression persists. 6.1w
3. How explain what a gang is and identify gang-related behaviors. 6.1x
4. How to explain methods to reduce violence and peacefully resolve conflict. 6.2v
5. How to recognize the role of family, peers, community and media in preventing bullying and cyberbullying. 6.2w

6. How to explain the importance of friends or adult mentors in avoiding gang involvement. 6.2x
7. How to practice ways to resolve conflicts peacefully. 6.3v
8. How to evaluate a plan to prevent or manage the effects of bullying and cyberbullying. 6.3w
9. How to identify resistance skills to avoid violence, gangs, weapons, alcohol, tobacco and other drugs. 6.3x

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. 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) Introduce Violence Prevention unit
- d) Students copy a mindmap on media effects
- e) 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 the media influence viewers
- d) Students 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 copy a mindmap on effects of bullying and cyberbullying
- 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 gang-related behaviors
- d) Students work on their health menu assignments

LESSON 5:

- a) Post daily announcement and/or Health Tip of the day
- b) Students complete Table Talk discussion
- c) Students copy a mindmap on avoiding gang involvement
- 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 10 ways to prevent violence

d) Students finish health menu assignments

LESSON 7:

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



Stage 1: Identify Desired Results

Students' Goals:

1. To apply critical thinking skills and personal management strategies to address issues and concerns related to personal health and wellness. 6.1
2. To describe the influence of family, peers and media on personal health decisions. 6.2
3. To develop personal strategies and skills for personal, social and community health. 6.3

Understandings:

1. Maintaining a healthy environment is vital to increase quality of life and years of healthy life.
2. Poor air quality is linked to premature death, cancer and long-term damage to respiratory and cardiovascular systems.
3. Maintaining healthy homes and communities is essential to environmental health.
4. Walking, biking or using public transit can help protect and preserve the environment.
5. LED lights are up to 80% more efficient than traditional lighting.
6. Less energy use reduces the demand from power plants and decreases greenhouse gas emissions.
7. Reducing and reusing cuts down on manufacturing pollution.
8. Households can save money by reusing materials.
9. Occupational Safety and Health Administration (OSHA) sets and enforces protective workplace safety and health standards.

Essential Questions:

1. Why is environmental health important?
2. Does environmental health affect someone's health?
3. Are there laws to protect human health and environment?
4. What are environmental risk factors for disease?
5. How can someone help preserve and protect the environment?
6. What careers are associated with environmental health?
7. How do I know if the air quality is safe to go outside?
8. How do I know if it is safe to eat in a restaurant?
9. What is OSHA?
10. What is the mission of OSHA?
11. What is the role of the Environmental Protection Agency?

<p>10. The Environmental Protection Agency mission is to protect human health and environment.</p>	
<p>Students will know...</p> <ol style="list-style-type: none"> 1. How to assess environmental health and safety issues in the community. 6.1y 2. How to recognize that all individuals have responsibility to protect and preserve the environment. 6.1z 3. How to explain the role of the Environmental Protection Agency (EPA) and local agencies in protecting the environment. 6.2y 4. How to create and monitor progress toward a personal goal, service learning or group project to protect the environment. 6.2z 5. How to identify careers and professions associated with environmental health. 6.3y 6. How to develop a plan to work collaboratively with peers, peers, families and community groups to address community environmental health and safety issues. 6.3z 	
<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 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	
<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 	<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.

<ul style="list-style-type: none"> 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 	
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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>LESSON 1:</p> <ul style="list-style-type: none"> a) Post daily announcement and/or Health Tip of the day b) Students complete Table Talk discussion c) Introduce Violence Prevention unit d) Students copy a mindmap on why environmental health? e) Students work on their health menu assignments <p>LESSON 2:</p> <ul style="list-style-type: none"> a) Post daily announcement and/or Health Tip of the day b) Students complete Table Talk discussion c) Students copy a mindmap on environmental risk factors for disease d) Students complete their health menu assignments <p>LESSON 3:</p> <ul style="list-style-type: none"> a) Post daily announcement and/or Health Tip of the day b) Students complete Table Talk discussion c) Students copy a mindmap on 10 things you can do to preserve and protect the environment d) Students work on their health menu assignments <p>LESSON 4:</p> <ul style="list-style-type: none"> a) Post daily announcement and/or Health Tip of the day b) Students complete Table Talk discussion c) Students copy a mindmap on environmental health careers 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 Environmental Protection Agency (EPA)
- 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 finish health menu assignments

LESSON 7:

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

PHYSICAL HEALTH



Stage 1: Identify Desired Results

Students' Goals:

1. To apply critical thinking skills and personal management strategies to address issues and concerns related to personal health and wellness. 6.1
2. To describe the influence of family, peers and media on personal health decisions. 6.2
3. To develop personal strategies and skills for personal, social and community health. 6.3

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. Setting personal health goals and monitoring your own progress can help you live a healthier lifestyle.

Essential Questions:

1. What are the causes of heart disease, cancer and diabetes?
2. How can I prevent heart disease, cancer and diabetes?
3. How do I monitor my own progress toward physical activity, nutrition and sleep goals?

Students will know...

1. How to describe the causes of heart disease, cancer and diabetes. 6.1d
2. How to identify strategies to prevent heart disease, cancer and diabetes. 6.2d
3. How to monitor personal progress toward physical activity, nutrition and sleep goals. 6.3d

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

<p>Performance Tasks:</p> <ol style="list-style-type: none"> 1. Research practices 2. Guided notetaking 3. Ted Talk 4. Mash-Up 5. Personal Action Plan 6. Peer editing 7. Self-reflection responses 	<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.
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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>LESSON 1:</p> <ol style="list-style-type: none"> 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 <p>LESSON 2:</p> <ol style="list-style-type: none"> 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 <p>LESSON 3:</p> <ol style="list-style-type: none"> 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 <p>LESSON 4:</p> <ol style="list-style-type: none"> 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 <p>LESSON 5:</p> <ol style="list-style-type: none"> a) Post daily announcement or Health Tip of the Day b) Students complete Table Talk discussion c) Students complete Final feast Project

APPENDIX

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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:

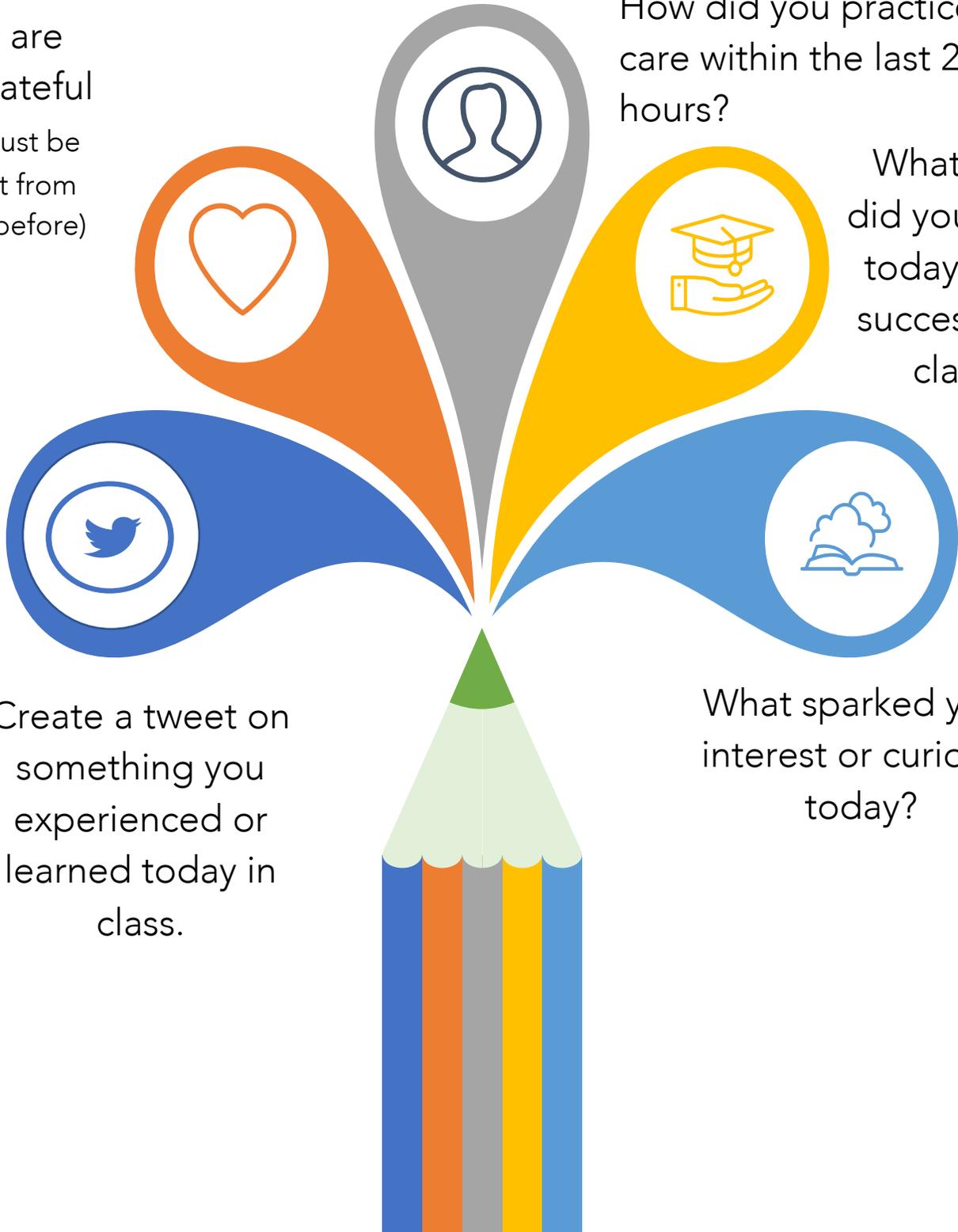
What are truly grateful for? (must be different from the day before)

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](#)

[Teacher Edition Course Books](#)

[Student Course Book](#)

[Choice Led Health Curriculum Resources Folder](#)

[Google Drive Template Gallery](#)

[Mindmaps](#)

[Scoring Rubrics](#)

[Bell Ringer Videos](#)

[Health Tip of the Day](#)

[Table Talk Cards](#)

[Teacher Deli](#)

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	10
TOTAL POINTS	40

