

Health Enrichment 2

Unit 1: Introduction to Healthy Living- Physical Health (nutrition, fitness, hygiene, sleep, disease prevention)

Standards & Indicators:

- 2.1.8.B.1 - Analyze how culture, health status, age, and eating environment influence personal eating patterns and recommend ways to provide nutritional balance.
- 2.1.8.B.2 - Identify and defend healthy ways for adolescents to lose, gain, or maintain weight.
- 2.1.8.B.3 - Design a weekly nutritional plan for families with different lifestyles, resources, special needs and cultural backgrounds.
- 2.1.8.B.4 - Analyze the nutritional values of new products and supplements.
- 2.1.8.PGD.2: Analyze how genetics and family history can impact personal health.
- 2.1.8.PGD.4: Analyze the relationship between healthy behaviors and personal health.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.1.8.CDM.1	Compare and contrast the use of credit cards and debit cards for specific purchases and the advantages and disadvantages of using each.	There are strategies to increase your savings and limit debt.
9.1.8.CDM.2	Demonstrate an understanding of the terminology associated with different types of credit (e.g., credit cards, installment loans, mortgages, lines of credit) and compare and calculate the interest rates associated with each.	There are strategies to increase your savings and limit debt.
9.1.8.CDM.3	Compare and contrast loan management strategies, including interest charges and total principal repayment costs.	Credit management includes making informed choices about sources of credit and requires an understanding of the cost of credit.

Central Idea/Enduring Understanding:

Assessing and maintaining all aspects of health evenly (fitness plans/workouts for teens)
 Why is sleep so important, especially for teens.
 Hygiene during adolescent years

Essential/Guiding Question:

How can decision-making and the type of lifestyle that you live now affect your future?
 Why is it important to get at least 7 hours of sleep a night?
 How do genetics play a role in your health- diseases, weight, etc.
 What could help you overcome some of the challenges and make good choices with your nutrition and fitness goals?

Content:

Intro to healthy living- wellness
 Nutrition- groups, labels, shopping project
 Fitness/exercise plans- use of pedometers, heart rate, tracking steps per day, using fitness apps like fitness pal

Sleep- why is it so important especially for teens, what happens when you don't get enough sleep
 Tracking sleep for a week

Hygiene-

Skills/Objectives:

Students will learn the causes and effects of sleep deprivations. They will formulate solutions to sleep deprivation as they reflect on their own sleep patterns and make plans for a healthy sleep

The student will understand the relationship between and the importance of maintaining healthy body systems

The student will understand the importance of developing and implementing short and long term health and fitness goals

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Interdisciplinary Connections:

Language Arts

RL.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

W.7.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.

W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W.8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

Stage 2: Assessment Evidence

Performance Task(s):

Teacher guided, student led projects added by class discussion
Student led discussion (individuals or group)
Small group activities and discussions.
Read case scenarios and engage in classroom research and discussions
Technology-based assignments

Other Evidence:

Quizzes
Writing assignments
Response to classroom discussion
Class participation
Projects
Journals

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Guided instruction
Cooperative learning- small group or large
Roleplay situations
Foldables
Think pair share
Carousel
Review games- quiziz, bingo
Student journaling
Peer interviews and/or peer grading

Resources:

EverFi
Worksheets
Journals
Google Classroom
YouTube
Health central
Edpuzzle
Quiziz

Differentiation

*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to the Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Provide student videos with increased content knowledge Provide student an opportunity to demonstrate leadership role among class	Allow students to collaborate in small groups Provide notes/research info	Videos Classroom models/Visual Aides Provide notes Study guides	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions

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<p>Individual projects that enhance greater subject knowledge</p> <p>Provide increased opportunity for real life experiences in the health/athletics professions</p> <p>Teacher interaction with students, student interaction with students</p> <p>Provide student with the use of diverse technology tools to increase subject knowledge</p> <p>Provide student with team building structure</p>	<p>Allow the use of technology on assignments</p> <p>Individual projects that enhance greater subject knowledge</p> <p>Allow students to collaborate in small groups</p> <p>Provide Study Notes</p> <p>Teacher interaction with students, student interaction with students</p>	<p>Graphic Organizers</p> <p>Shorten assignments</p> <p>Grade for content not spelling and grammar</p> <p>Allow extra time for assignments if student goes to tutoring</p> <p>Allow the use of technology on assignments</p> <p>Allow students to collaborate in small groups</p>	<p>through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following::</p> <p>Extended time</p> <p>Provide visual aids</p> <p>Repeated directions</p> <p>Differentiate based on proficiency</p> <p>Provide word banks</p> <p>Allow for translators, dictionaries</p>
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Unit 2: Emotional/Mental Health (mindfulness, stress, managing feelings, mental health disorders and stigma, goals)

Stage 1: Desired Results

Standards & Indicators:

2.1.8.CHSS.8: Analyze difficult situations that might lead to feelings of sadness, anxiety and or depression and identify individuals, agencies or places in the community where assistance may be available.

2.1.8.EH.1: Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence).

2.1.8.EH.2: Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.1.8.CDM.1	Compare and contrast the use of credit cards and debit cards for specific purchases and the advantages and disadvantages of using each.	There are strategies to increase your savings and limit debt.
9.1.8.CDM.2	Demonstrate an understanding of the terminology associated with different types of credit (e.g., credit cards, installment loans, mortgages, lines of credit) and compare and calculate the interest rates associated with each.	
9.1.8.CDM.3	Compare and contrast loan management strategies, including interest charges and total principal repayment costs.	Credit management includes making informed choices about sources of credit and requires an understanding of the cost of credit.

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9.1.8.CDM.4	Evaluate the application process for different types of loans (e.g., credit card, mortgage, student loans).	
<p><u>Central Idea/Enduring Understanding:</u></p> <p>Students will be able to list 5 different mental health disorders and present to a group their findings from that disorder</p> <p>Students will use SMART goals to set 2 short term and 2 long term goals- carousel style for understanding</p> <p>Students will use techniques taught in class to relieve stress during “relaxation day”</p>		<p><u>Essential/Guiding Question:</u></p> <p>What is stigma?</p> <p>What is mindfulness and how can you be in the “present”</p> <p>What are ways people deal with stress- negative and positive?</p> <p>Why is it important to have goals? What are some goals you have dealing with your mental health?</p>
<p><u>Content:</u></p> <p>Goals- short and long</p> <p>Mental health disorders</p> <p>Stigma</p> <p>Mindfulness</p> <p>Stress</p> <p>Managing feelings</p> <p>Practicing mindfulness and relaxation</p>		<p><u>Skills(Objectives):</u></p> <p>Students will be able to identify signs of stress and anxiety</p> <p>Students will be able to define stigma and how it relates to mental health</p> <p>Students will be able to using SMART goals to set short and long term goals</p> <p>Students will be able to practice stress relief activities during relaxation activities</p>
<p><u>Interdisciplinary Connections:</u></p> <p>Language Arts</p> <p>RL.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>W.7.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.</p> <p>W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p> <p>W.8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p>SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p>		
<p>Stage 2: Assessment Evidence</p>		
<p><u>Performance Task(s):</u></p> <p>Teacher guided, student led projects added by class discussion</p> <p>Student led discussion (individuals or group)</p> <p>Small group activities and discussions.</p> <p>Read case scenarios and engage in classroom research and discussions</p> <p>Technology-based assignments</p>		<p><u>Other Evidence:</u></p> <p>Quizzes</p> <p>Writing assignments</p> <p>Response to classroom discussion</p> <p>Class participation</p> <p>Projects</p> <p>Journal entries and feelings</p>

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Stage 3: Learning Plan

<u>Learning Opportunities/Strategies:</u> Guided instruction Cooperative learning Effective verbal and nonverbal communication with peers and teachers Situational roleplay Student journaling and reflection Think Pair Share Carousel for disorders Volleyball game for “stress” activity		<u>Resources:</u> EverFi Worksheets Journals Google Classroom YouTube Health central Edpuzzle Quiziz	
<u>Differentiation</u> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to the Struggling and/or Special Needs Section for differentiation.			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Provide student videos with increased content knowledge Provide student an opportunity to demonstrate leadership role among class Individual projects that enhance greater subject knowledge Provide increased opportunity for real life experiences in the health/athletics professions Teacher interaction with students, student interaction with students Provide student with the use of diverse technology tools to increase subject knowledge Provide student with team building structure	Videos Provide notes Provide student with study guide Allow the use of technology on assignments Individual projects that enhance greater subject knowledge Allow students to collaborate in small groups Teacher interaction with students, student interaction with students	Videos Classroom models/Visual Aides Provide notes Study guides Graphic Organizers Shorten assignments Grade for content not spelling and grammar Allow extra time for assignments if student goes to tutoring Allow the use of technology on assignments Allow students to collaborate in small groups	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

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Unit 3: Social Health (communication, conflict resolution, relationships, teamwork skills)

Stage 1: Desired Results

Standards & Indicators:

2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships
 2.1.8.SSH.4: Compare and contrast the characteristics of healthy and unhealthy relationships.
 2.1.8.SSH.5: Analyze the similarities and differences between friendships, romantic relationships and sexual relationships

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.1.8.FP.1	Describe the impact of personal values on various financial scenarios.	An individual's values and emotions will influence the ability to modify financial behavior (when appropriate), which will impact one's financial well-being.
9.1.8.FP.2	Evaluate the role of emotions, attitudes, and behavior (rational and irrational) in making financial decisions.	
9.1.8.FP.3	Explain how self-regulation is important to managing money (e.g., delayed gratification, impulse buying, peer pressure, etc.)	
9.1.8.FP.4	Analyze how familial and cultural values influence savings rates, spending, and other financial decisions.	
9.1.8.FP.5	Determine how spending, investing, and using credit wisely contributes to financial well-being.	
9.1.8.FP.6	Compare and contrast advertising messages to understand what they are trying to accomplish.	Marketing techniques are designed to encourage individuals to purchase items they may not need or want services.
9.1.8.FP.7	Identify the techniques and effects of deceptive advertising.	

Central Idea/Enduring Understanding:

Students will role play situations and different types of communication
 Students will do a gallery walk and list different characteristics of healthy and unhealthy relationships

Essential/Guiding Question:

What are the three styles of communication?
 Which style of communication is the most effective?
 How do your core values play a role in relationships and interactions with peers and adults?

Content:

Styles of communication
 Conflict resolution/peer mediation
 Different types of relationships-healthy vs. unhealthy
 Effects of social media to personal relationships and self-concept

Skills(Objectives):

Identify the three forms of communication and give an example of each
 Students will explain differences between healthy vs unhealthy relationships
 Explain how social media (instagram, snapchat, tik tok) has an impact on students and their relationships with others

Interdisciplinary Connections:

Language Arts
 RL.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
 RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

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W.7.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.

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SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

Stage 2: Assessment Evidence

Performance Task(s):

Class discussion - talking circles
Worksheets
Role play
Read case scenarios and engage in classroom discussions
Carousel brainstorming activity
Gallery walk

Other Evidence:

Writing assignments/ journals
Response to classroom discussion
Class participation
Cooperative games- activities working with different people (knots, whisper down the lane, pyramid)

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Guided instruction
Cooperative learning activities
Effective verbal and nonverbal communication(line up without talking, etc.)
Situational roleplay
Student journaling and reflection
Think Pair Share

Resources:

EverFi
Worksheets
Journals
Google Classroom
YouTube
Health central
Edpuzzle
Quiziz

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>Provide student videos with increased content knowledge</p> <p>Provide student an opportunity to demonstrate leadership role among class</p> <p>Individual projects that enhance greater subject knowledge</p> <p>Provide increased opportunity for real life experiences in the</p>	<p>Videos</p> <p>Provide notes</p> <p>Provide student with study guide</p> <p>Allow the use of technology on assignments</p> <p>Individual projects that enhance greater subject knowledge</p>	<p>Videos</p> <p>Classroom models/Visual Aides</p> <p>Provide notes</p> <p>Study guides</p> <p>Graphic Organizers</p> <p>Shorten assignments</p> <p>Grade for content not spelling and grammar</p>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following: Extended time</p> <p>Provide visual aids</p>

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health/athletics professions	Allow students to collaborate in small groups	Allow extra time for assignments if student goes to tutoring	Repeated directions
Teacher interaction with students, student interaction with students	Teacher interaction with students, student interaction with students	Allow the use of technology on assignments	Differentiate based on proficiency
Provide student with the use of diverse technology tools to increase subject knowledge		Allow students to collaborate in small groups	Provide word banks
Provide student with team building structure			Allow for translators, dictionaries

Pacing Guide

Content	Resource	Standards
UNIT 1: Introduction to Healthy Living- Physical Health (nutrition, fitness, hygiene, sleep, disease preventions		
Introduction to Healthy Living- Physical Health (nutrition, fitness, hygiene, sleep, disease prevention) Day 1-2 Intro to healthy living Day 3-7 Physical health- nutrition Day 8-12 Fitness Day 13-14- Sleep Day 15 Hygiene Day 16- 20 Disease prevention	EverFi Worksheets Journals Google Classroom YouTube Health central Edpuzzle Quiziz	2.1.8.B.1 - Analyze how culture, health status, age, and eating environment influence personal eating patterns and recommend ways to provide nutritional balance. 2.1.8.B.2 - Identify and defend healthy ways for adolescents to lose, gain, or maintain weight. 2.1.8.B.3 - Design a weekly nutritional plan for families with different lifestyles, resources, special needs and cultural backgrounds. 2.1.8.B.4 - Analyze the nutritional values of new products and supplements. 2.1.8.PGD.2: Analyze how genetics and family history can impact personal health. 2.1.8.PGD.4: Analyze the relationship between healthy behaviors and personal health.
Unit 2: Emotional/Mental Health (mindfulness, stress, managing feelings, mental health disorders and stigma, goals)		
Unit 2: Emotional/Mental Health (mindfulness, stress, managing feelings, mental health disorders and stigma, goals) Day 21-25 Stress	EverFi Worksheets Journals Google Classroom YouTube Health central Edpuzzle	2.1.8.CHSS.8: Analyze difficult situations that might lead to feelings of sadness, anxiety and or depression and identify individuals, agencies or places in the community where assistance may be available.

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Day 26-29 Different mental health disorders Day 30-31 Goals- SMART	Quiziz	2.1.8.EH.1: Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence). 2.1.8.EH.2: Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.
Unit 3: Social Health (communication, conflict resolution, relationships, teamwork skills)		
Unit 3: Social Health (communication, conflict resolution, relationships, teamwork skills) Day 32-34 Communication (styles, I statements) Day 35- 37 Conflict resolutions (healthy ways to handle conflicts) Day 38-40 Relationships Day 41-45 Cooperative activities/ team building, working together	EverFi Worksheets Journals Google Classroom YouTube Health central Edpuzzle Quiziz	2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships 2.1.8.SSH.4: Compare and contrast the characteristics of healthy and unhealthy relationships. 2.1.8.SSH.5: Analyze the similarities and differences between friendships, romantic relationships and sexual relationships