

Health Enrichment

Unit Title: Mental Health, Nutrition, Fitness, Diseases

Stage 1: Desired Results

Standards & Indicators:

- 2.1.8.A.1 - Assess and apply health data to enhance each dimension of personal wellness.
 2.1.8.A.2 - Compare and contrast the impact of genetics, family, history, personal health practices, and environment on personal growth and development.
 2.1.8.A.3 - Relate advances in technology to maintaining and improving personal health.
 2.1.E.1 - Analyze how personal assets, resiliency, and protective factors support healthy social health.
 2.1.8.E.2 -Determine the effectiveness of existing home, school, and community efforts to address social and emotional health.
 2.1.8.E.3 - Explain how culture influences the way families and groups cope with crisis and change.
 2.1.8.E.4 - Compare and contrast stress management strategies that address stress-induced situations

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.
9.1.8.CDM.4	Evaluate the application process for different types of loans (e.g., credit card, mortgage, student loans).	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.

 How decision-making and type of lifestyle plays a vital role in mental health.
 Effective communication when there is a lack of health and assistance is needed.

Essential/Guiding Question:

How can decision-making and the type of lifestyle that you live now affect your future?
 Why is it important to be aware of mental disorders and how they can affect our everyday lives?
 Why is it important to handle grief properly and be aware of what will happen in this process?

Content:

Mental Health
 Nutrition

Skills/Objectives:

Being able to assess and explain different topics to show understanding and mastery.

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Types of Diseases	<p>Learners will be able to clearly evaluate research information in order to decide the important aspects of the topic.</p> <p>Use proper communication to discuss research findings of particular topics that can promote a healthy lifestyle and living..</p> <p>Learners will have an understanding of how to assess health information and decipher the important aspects of topics, to give the basis for sound decision making about various health situations.</p>
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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

Effective verbal and nonverbal communication with peers and teachers

Situational roleplay

Prevocational kit completion and hands-on learning opportunities

Student journaling and reflection

Student and peer interviews

Resources:

EverFi

Online resources

Teacher developed worksheets

Journals

Online Classroom (Google Classroom)

Flocabulary

YouTube

Central PE

Edpuzzle

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Formative assessment Student self-assessment			
<u>Differentiation</u> *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
Provide student videos with increased content knowledge	Allow students to collaborate in small groups	Videos Classroom models/Visual Aides	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
Provide student an opportunity to demonstrate leadership role among class	Provide notes/research info	Provide notes	
Individual projects that enhance greater subject knowledge	Allow the use of technology on assignments	Study guides	
Provide increased opportunity for real life experiences in the health/athletics professions	Individual projects that enhance greater subject knowledge	Graphic Organizers	
Teacher interaction with students, student interaction with students	Shorten assignments	Grade for content not spelling and grammar	
Provide student with the use of diverse technology tools to increase subject knowledge	Allow students to collaborate in small groups	Allow extra time for assignments if student goes to tutoring	
Provide student with team building structure	Provide Study Notes	Allow the use of technology on assignments	
	Teacher interaction with students, student interaction with students	Allow students to collaborate in small groups	

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Unit Title: Vaping, Alcohol and Marijuana

Stage 1: Desired Results

Standards & Indicators:

2.3.8.A.1 - Explain why the therapeutic effects and potential of commonly used over the counter medicines, prescription drugs, and herbal and medical supplements vary in different individuals.

2.3.8.A.2 - Compare and contrast adolescent and adult abuse of prescriptions and over the counter medicines and the consequences of such abuse.

2.3.8.B.1 - Compare and contrast the physical and behavioral effects of the commonly abused substances by adolescents.

2.3.8.B.2 - Predict the legal and financial consequences of the use, sale, and possession of illegal substances.

2.3.8.B.3 - Analyze the effects of all types of tobacco use on the aging process.

2.3.8.B.4 - Compare and contrast smoking laws in New Jersey to other states and countries.

2.3.8.B.5 - Explain the impact of alcohol and other drugs on those areas of the brain that control vision, sleep, coordination, and reaction time and the related impairment of behavior, judgment and memory.

2.3.8.B.6 - Relate the use of alcohol and other drugs to decision making sexual assault, pregnancy and STIs.

2.3.8.B.7 - Explain the impact of inhalant use and abuse of social, emotional, mental, and physical wellness.

2.3.8.B.8 - Analyze health risks associated with injected drug use.

2.3.8.C.1 - Compare and contrast theories about dependency/addiction (such as genetic predisposition, gender related predisposition, and multiple risks) and provide recommendations that support a drug free life.

2.3.8.C.2 - Summarize intervention strategies that assist family and friends to cope with the impact of substance abuse.

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.
9.1.8.CDM.4	Evaluate the application process for different types of loans (e.g., credit card, mortgage, student loans).	

Central Idea/Enduring Understanding:

Learners will be able to comprehend the dangers of marijuana and will be able to describe short term and long-term effects.

Essential/Guiding Question:

What are some of the influences of why people drink and or use marijuana and nicotine?

How does alcoholism/marijuana use affect family and friends?

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<p>Learners will be able to form an opinion, based on their research. They will use their opinion and research to hold a class debate.</p>	
<p><u>Content:</u></p> <p>Drug classifications</p> <p>Short term and long term effects from drug use</p> <p>Addiction</p> <ul style="list-style-type: none"> ○ Risk factors ○ Signs and symptoms ○ Getting help <p>Opioids</p> <ul style="list-style-type: none"> ○ Define opioids ○ Dangers of misuse and abuse ○ Addiction ○ Opioid crisis <p>Marijuana</p> <ul style="list-style-type: none"> ○ Medical vs recreational ○ How it affects the body <p>Alcohol</p> <ul style="list-style-type: none"> ○ Alcoholism ○ Long-term and short-term health risks ○ Dangers of drinking and driving <p>Drug use affecting social health</p>	<p><u>Skills(Objectives):</u></p> <p>List the harmful substance in vapes and marijuana</p> <p>Examine the harmful effects of vape use on the body</p> <p>Compare the physical, mental, legal consequences of vape use</p> <p>Discuss the benefits of a vape/marijuana free lifestyle</p> <p>Develop strategies for preventing vape/marijuana use</p> <p>Examine the reasons why some teens choose to smoke</p> <p>Examine laws, policies, and practices that help prevent tobacco related disease</p> <p>Identify factors that influence decisions about alcohol use and your health</p> <p>Examine the physical, mental/emotional, social and legal consequences of alcohol use</p> <p>Discuss the role alcohol plays in unsafe situations</p> <p>Develop strategies for preventing the use of alcohol</p> <p>Describe the short & long term effects of alcohol</p> <p>Discuss the consequences of driving under the influence of drug/alcohol use</p> <p>Describe the harmful effects of alcohol on a fetus</p> <p>List community health related services for prevention and treatment of alcoholism and alcohol use</p> <p>Describe substance abuse and examine the health risk involved</p> <p>Examine the physical, mental/emotional and social and legal consequences of drug use</p> <p>Develop strategies to prevent the use of different drugs and other addictive substances</p> <p>Identify school and community efforts to curb drug use</p> <p>List community health related services that relate to drug addiction and abuse</p> <p>Discover alternatives to drug and substance abuse</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>	

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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.

Mathematics

Compare and contrast percentages related to addiction statistics based on local, state and national data.

Stage 2: Assessment Evidence

Performance Task(s):

Teacher guided reading of text followed by class discussion

Read case scenarios and engage in classroom discussions

Technology-based assignments

Small group activities and discussions.

Teacher notes

“Do now” writing assignments

Role playing

Hands on Health activities

Other Evidence:

Unit tests

Quizzes

Writing assignments

Response to classroom discussion

Response to case scenarios

Class participation

Projects

Unit Online Assessment:

- Vape research project. Students will find a number of specific details about vapes and create a group slideshow. 3DQuiz/Journal Entry/Review Discussion of if vapes are safe or not

Unit Online Assessment:-

- Students will research to find situations where people are seriously injured or hurt by being intoxicated. They will choose 4 events that happened and will share their best event that happened.
- Journal entry

Research the pros and cons of legal marijuana use. Students will create a list for themselves on the first day. They will decide if they are for or against marijuana use. They will combine with like-minded people.

- Lastly they will debate using Socratic Chair philosophy where one student each can state an argument for their side.

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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 Prevocational kit completion and hands-on learning opportunities Student journaling and reflection Student and peer interviews Think Pair Share Formative assessment Student self-assessment		<u>Resources:</u> EverFi Online resources Teacher developed worksheets Journals Online Classroom (Google Classroom) Flocabulary YouTube Central PE Edpuzzle	
<u>Differentiation</u> *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
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	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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Provide student with team building structure			
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Unit Title: Life Project

Stage 1: Desired Results

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.

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:

Learning about living life, expenses, and basic living decisions.
 Learners will be able to comprehend the stress and responsibility of life with expenses and decision making.

Essential/Guiding Question:

Why is understanding what makes a proper diet important?
 What is important in life that are needs vs wants?
 What app or research tool can help you purchase things you need?
 How does money and stress affect your mood?
 How does nutrition affect your money - eating out vs making your own food?

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Learners will be able to research and make lifestyle decisions based on their research and the previous decisions made.	How are monthly expenses and unexpected expenses dealt with? How can I keep a balanced budget along with the things I want and need?
<u>Content:</u> Identifying a healthy lifestyle Budget/Finances Food/Diet Basic Needs	<u>Skills(Objectives):</u> Learners will be able to identify basic needs for living.. Learners will understand the importance of budgeting money and making monetary decisions. Learners will choose between restaurant food situations or making better food choices at home. Learners will have a better understanding of responsibilities and life expenses.

Interdisciplinary Connections:

Language Arts

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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):

Teacher guided reading of text followed by class discussion

Create foldable study organizer

Worksheets

Create vocabulary word wall

Read case scenarios and engage in classroom discussions

Technology-based assignments

Small group activities and discussions.

Carousel brainstorming activity

Other Evidence:

Unit tests

Quizzes

Writing assignments

Response to classroom discussion

Response to case scenarios

Class participation

Projects

Unit Online Assessment: Project

- Intro to project, explanation, and set up for project. Be given 1 day to find a dwelling place.. Students will decide to furnish the place and then will be given a job with salary and how to create a budget. Students will figure out their budget and things that they need.

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	Unit Online Assessment: <ul style="list-style-type: none"> Teacher-led activity based on a topic that the teacher chooses or a topic that the students would like to investigate.
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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 Prevocational kit completion and hands-on learning opportunities Student journaling and reflection Student and peer interviews Formative assessment Student self-assessment	<u>Resources:</u> EverFi Online resources Teacher developed worksheets Journals Online Classroom (Google Classroom) Flocabulary YouTube Central PE Edpuzzle
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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.

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tools to increase subject knowledge		Allow students to collaborate in small groups	
Provide student with team building structure			

Pacing Guide

Course Name	Resource	Standards
Unit 1 Mental Health, Nutrition, Fitness, Diseases Decision Making Days: 3	Activity Project 1 <u>Unit Online Assessment:</u> - Student created role play <u>Resources:</u> https://thehealthteacher.com/ https://www.teachingexpertise.com/ Health Text Book	2.1.8.A.1 - 2.1.8.A.2 2.1.8.A.3 2.1.E.1 2.1.8.E.2. 2.1.8.E.3 2.1.8.E.4 <u>Objectives:</u> - Learners will be able to create a group scenario based on their perception of good decisions.
Mental Diseases and Disorders and Research Days: 3	Activity Project 2 <u>Unit Online Assessment:</u> MD - research in groups/share topic explanation <u>Resources:</u> https://thehealthteacher.com/ https://www.teachingexpertise.com/ Health Text Book	- Learners will act out the created scenario for the class in order to portray good decision making. - Teacher and class will discuss each scenario as review and reinforcement
Stages of Grief Days: 3	Activity Project 3 <u>Unit Online Assessment:</u> - Research and review stages of grief. Provide examples that people have experienced at each stage. <u>Resources:</u> https://thehealthteacher.com/ https://www.teachingexpertise.com/ Health Text Book	Learners use technology to research different types of mental disorders in a group setting - Learners will create a slide presentation that will be presented to the class. - Teacher and class will discuss each presentation as review and reinforcement
	Activity Project 4 <u>Unit Online Assessment:</u>	

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<p>Suicide Prevention Days: 2</p>	<p>- Research info and create a slide show pamphlet that could help someone. <u>Resources:</u> https://thehealthteacher.com/ https://www.teachingexpertise.com/ Health Text Book</p>	<p>Learners will be able to create a group scenario based on their perception of good decisions.</p> <p>- Learners will act out the created scenario for the class in order to portray good decision making.</p> <p>- Teacher and class will discuss each scenario as review and reinforcement</p> <p>- Learners will be able to create an informational pamphlet that could be useful to a person considering suicide.</p> <p>- Teacher and class will discuss what they learned from the activity as review and reinforcement</p>
<p>UNIT 2 Vaping, Alcohol and Marijuana</p> <p>Vaping Days: 3</p>	<p><u>Unit Online Assessment:</u></p> <p>- Vape research project. Students will find a number of specific details about vapes and create a group slideshow.</p> <p>- Quiz/Journal Entry/Review</p> <p>Discussion of if vapes are safe or not</p> <p><u>Resources:</u> https://thehealthteacher.com/ https://www.teachingexpertise.com/ Health Text Book</p>	<p>2.3.8.C.1 - 2.3.8.C.2 - <u>Objectives:</u></p> <p>- Learners will be able to comprehend the dangers of vapes and will be able to describe long-term effects.</p> <p>- Learners will be able to explain why vapes can be harmful and should, or should not be used, in group discussion</p> <p>-Teacher and class will discuss what they learned from the activity as review and reinforcement</p>
<p>Marijuana/CBD Days: 2</p>	<p>Activity Project 6</p> <p><u>Unit Online Assessment:</u></p> <p>- Research the pros and cons of legal marijuana use. Students will create a list for themselves on the first day.</p> <p>-They will decide if they are for or against marijuana use. They will combine with like-minded people.</p>	<p>2.3.8.B.4</p> <p>2.3.8.B.5</p> <p>2.3.8.B.6</p> <p>2.3.8.B.7</p> <p>2.3.8.B.8</p> <p>2.3.8.C.1</p> <p>2.3.8.C.2</p>

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<p>Alcohol Days: 1</p>	<p>-Lastly they will debate using Socratic Chair philosophy where one student each can state an argument for their side.</p> <p><u>Resources:</u> https://thehealthteacher.com/ https://www.teachingexpertise.com/ Health Text Book</p> <p>Activity Project 7</p> <p><u>Unit Online Assessment:</u></p> <ul style="list-style-type: none"> - Students will research to find situations where people are seriously injured or hurt by being intoxicated. There will choose 4 events that happened and will share their best event that happened. - There may be some levity with odd things that have happened, but the teacher will give basis to this discussion, relating it to other drugs. - Journal entry <p><u>Resources:</u> https://thehealthteacher.com/ https://www.teachingexpertise.com/ Health Text Book</p>	<p><u>Objectives:</u></p> <ul style="list-style-type: none"> - Learners will be able to comprehend the dangers of marijuana and will be able to describe short term and long-term effects. - Learners will be able to for an opinion, based on their research. They will use their opinion and research to hold a class debate. - Teacher and class will discuss what they learned from the activity as review and reinforcement <p>2.3.8.A.1 2.3.8.A.2 2.3.8.B.1 2.3.8.B.2</p> <p><u>Objectives:</u></p> <ul style="list-style-type: none"> - Learners will research situations where people were intoxicated and find out harmful things that can happen. - Teacher and class will discuss what they learned from the activity as review and reinforcement
<p>UNIT 3 Life Long Project Days: 5</p>	<p>Activity Project 8</p> <p><u>Unit Online Assessment:</u></p> <ul style="list-style-type: none"> - Intro to project, explanation, and set up for project. Be given 1 day to find a dwelling place.. - Students will decide to furnish the place and then will be given job with salary and how to create a budget. -.Students will figure out their budget and things that they need. - Will go virtual food shopping - Will have unexpected twist thrown in the budget -Turn in approved project - Journal Entry 	<p>2.3.8.B.4 2.3.8.B.5 2.3.8.B.6 2.3.8.B.7 2.3.8.B.8 2.3.8.C.1 2.3.8.C.2</p> <p><u>Objectives:</u></p> <ul style="list-style-type: none"> - Learners will be able to comprehend the stress and responsibility of life with expenses and decision making. - Learners will be able to research and make life style decisions based on their research and the previous decisions made..

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Teacher Review Days: 1	<u>Unit Online Assessment:</u> - Teacher led activity based on a topic that the teacher chooses to review or spend more time on, or a topic that the students would like to investigate. This time is also can be used for quizzes or make up days for projects.	-Students will be tested for knowledge content -This is based on time factored in during the pacing process, where the teacher will use days for testing student knowledge or using the last days of the semester for review and new material.
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