



# Washington Township School District



*The mission of the Washington Township Public Schools is to provide a safe, positive, and progressive educational environment that provides opportunity for all students to attain the knowledge and skills specified in the NJ Learning Standards at all grade levels, so as to ensure their full participation in an ever-changing world as responsible, self-directed and civic-minded citizens.*

<b>Course Title:</b>	<b>Health 9</b>					
<b>Grade Level(s):</b>	<b>9</b>					
<b>Duration:</b>	<i>Full Year:</i>		<i>Semester:</i>		<i>Marking Period:</i>	<b>X</b>
<b>Course Description:</b>	<p>The purpose of Health 9 is to provide students with a foundation to enable them to make positive lifestyle choices for their future in the areas of wellness, fitness, nutrition and mental health. The fitness and wellness course is required for all 9<sup>th</sup> grade students and must be fulfilled for graduation. The core topics include: Understanding Your Health and Wellness, Nutrition, Body Weight and Composition, Body Image, Physical Fitness, Sleep, Achieving Mental and Emotional Health, Managing the Stress in Your Life, Mental Illness and Disorders.</p>					
<b>Grading Procedures:</b>	<p>The final grade:            Summative: 40% (Tests/Quizzes, Projects, Final Exam)            Formative: 30% (Homework, Journals/Notebook) Supportive:            30% (Classwork, Collaborative)</p>					
<b>Primary Resources:</b>	<p>NJSLS  <a href="http://www.g-wonlinetextbooks.com">www.g-wonlinetextbooks.com</a> Comprehensive            Health Second Edition</p>					

## Washington Township Principles for Effective Teaching and Learning

- Implementing a standards-based curriculum
- Facilitating a learner-centered environment
- Using academic target language and providing comprehensible instruction
- Adapting and using age-appropriate authentic materials
- Providing performance-based assessment experiences
- Infusing 21<sup>st</sup> century skills for College and Career Readiness in a global society

<b>Designed by:</b>	Jessica Tanski & Stephanie Knorr (Taraschi)
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<b>Under the Direction</b>	Steve Gregor & Kevin Murphy

**Written: January 2019**

**Revised: August 2022**

**BOE Approval:**

Unit Title: Introduction to Health and Wellness (1)

Unit Description:

This unit focuses on overall aspects of health and wellness in relation to health and wellness knowledge, personal skills, and the healthcare system.

Unit Duration: 4-6 days

### Desired Results

Standard(s):

#### 2.1 Personal and Mental Health:

- **Personal Growth & Development-** The decisions one makes can influence an individual's growth and development in all dimensions of wellness.
- **Emotional Health-** Self-confidence, personal traits, stress, limitations, and strengths impact the mental and emotional development of an individual

#### 2.3 Safety:

- **Personal Safety:**
  - Consideration of the short-and long-term impact of decisions can assist individuals in determining whether a choice is likely to result in healthy or unhealthy consequences.
  - Technology increases the capacity of individuals to communicate in multiple and diverse ways, which can complicate interpersonal relationships and self-esteem

Indicators:

2.1.12.PGD.1: Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life.

2.1.12.PGD.2: Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood.

2.1.12.EH.1: Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.

2.3.12.PS.1: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media).

2.3.12.PS.8: Develop strategies to communicate effectively, safely, and with empathy when using digital devices in a variety of situations (e.g., cyberbullying, sexting).

2.3.12.PS.9: Evaluate strategies to use social media safely, legally, and respectfully.

Understandings:  
*Students will understand that...*

1. What is Health?
  - a. Life expectancy and quality of life are two factors that can be used to evaluate health.
  - b. Physical, Mental/Emotional, and Social health are important for overall well being.
  - c. Many of the choices you make affect your position on the health continuum.
2. What are health risk factors?
  - a. Heredity, environment, media, technology, health care, and behavior are factors that influence health.
  - b. When you evaluate a risk factor, consider both the short term and long term consequences.

Essential Questions:

1. What is Health?
2. What are Health Risk Factors?
3. How can you take responsibility for your own Health?
4. How can you be a wise healthcare consumer?

- c. You must decide whether you can control the risk factor and the possible benefits and risks of a decision.
  - d. The DECIDE process can help you think through your decisions.
3. There are three steps you can take to help you meet your personal health goals-gaining awareness, gaining knowledge, and building skills.
4. How can you be a wise health consumer?
  - a. Medical specialists in the healthcare community have different roles depending on the type of care you need.
  - b. As a healthcare consumer, you have the right to access different types of insurance
  - c. The healthcare system plays an important role in prevention and health maintenance.

**Assessment Evidence**

Performance Tasks:

- Define wellness and understand the four main aspects of well-being
- Analyze how physical, emotional, intellectual, and social aspects of wellness are interlaced
- Explain the status of health as it relates to the continuum
- Evaluate the four main causes of disease and how they impact wellness
- Determine the credibility of sources offering health-related information
- Describe how health promotion relates to safety and impacts the life span
- Use a decision-making model to make healthy choices
- Develop a plan to achieve long- and short-term goals
- Learn refusal skills to stand up to peer pressure
- Identify sources of social support pertaining to your well-being
- Outline differences among available healthcare settings
- Deconstruct how the US healthcare system functions, including services, insurance, and the role of government

Other Evidence:

Formative

Teacher Observations  
Daily Classwork  
Class Notes  
Homework

Summative

Publisher-made test & quizzes  
Teacher-made test & quizzes  
Projects  
Health 9 Final Exam

Benchmarks:

Unit Assessment Health  
9 Final Exam

Learning Activities:

Skill/Topic Introduction: Introduce, define and use reading strategies: questioning, previewing, connecting, identifying cause/effect

Application: Apply a variety of reading strategies in guided and independent reading of narrative texts such as questioning, previewing, connecting, identifying cause/effect, using context clues, analysis, and making judgements.

Access of Prior Knowledge: Develop K-W-L Chart or other anticipatory guides to activate prior knowledge (such as opening/leadup activities, pre-tests, exit tickets, 4 square organizer, creative projects).

Discussion: Whole-class, small group, paired conversations, and teacher conferencing pertaining to selected texts and the use of reading strategies.

Technology Integration: Infuse technology to complement and enhance the curriculum for a variety of purposes (e.g., the use of the writing process, publishing and sharing of formalized writing, and to give and receive feedback, reflection)

Resources:

New Jersey Student Learning Standards Comprehensive Health Textbook  
Online Textbook Resources Office  
365  
Unified Classroom  
[www.Kahoot.com](http://www.Kahoot.com) [www.Quizlet.com](http://www.Quizlet.com)  
[www.PollEverywhere.com](http://www.PollEverywhere.com) Original Activities/Resources

**Unit Learning Goal and Scale**

*(Level 2.0 reflects a minimal level of proficiency)*

Standard(s):

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**2.2 Integrated Skills:** All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

4.0 Students will be able to:

- In addition to score 3.0, the student demonstrates in-depth inference and applications that go beyond what was taught.

3.0 Students will be able to:

- Compare and contrast wellness and illness as it relates to the health continuum
- Analyze personal skills for health and wellness, and its' contributions towards a person's health

2.0	Students will be able to: <ul style="list-style-type: none"> <li>Identify and define factors that influence a person's overall health and wellness</li> </ul>
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

<b>Unit Modifications for Special Population Students</b>	
Advanced Learners	<p>Most proficient learners:</p> <ul style="list-style-type: none"> <li>Assign leadership role in group activities.</li> <li>Assign outside research pertaining to the unit. Sources may include internet, additional text, and video.</li> </ul>
Struggling Learners	<p>Less proficient learners:</p> <ul style="list-style-type: none"> <li>Locate the boldface heads in the section.</li> <li>Explain that the boldface heads divide the text by topic</li> <li>Reading Strategy: <ul style="list-style-type: none"> <li>Read the boldface headings.</li> <li>Predict what will be covered in the a section of the text</li> <li>Read the text section</li> <li>Review their predictions</li> <li>Refer to guided questions and comprehension questions.</li> </ul> </li> <li>Encourage use of glossary of terms and dictionary. <ul style="list-style-type: none"> <li>Log new terminology in notebook for reference.</li> </ul> </li> </ul>
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Learners with an IEP	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> <li>Variation of time: adapting the time allotted for learning, task completion, or testing</li> <li>Variation of input: adapting the way instruction is delivered</li> </ul>

	<ul style="list-style-type: none"> <li>• Variation of output: adapting how a student can respond to instruction</li> <li>• Variation of size: adapting the number of items the student is expected to complete</li> <li>• Modifying the content, process or product</li> </ul> <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed <a href="#">here</a>.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here <a href="http://www.udlguidelines.cast.org">www.udlguidelines.cast.org</a></p>
Learners with a 504	Refer to page four in the <a href="#">Parent and Educator Resource Guide to Section 504</a> to assist in the development of appropriate plans.

## Interdisciplinary Connections

Indicators:

### Technology

- 8.1.12.B.1 - Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).
- 8.1.12.D.4 - Assess the credibility and accuracy of digital content.
- 8.1.5.E.1 - Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.
- 8.2.2.B.2 - Demonstrate how reusing a product affects the local and global environment.
- 8.2.5.E.1- Identify how computer programming impacts our everyday lives.

### Math

- S-MD-A - Calculate expected values and use them to solve problems S-
- MD-B - Use probability to evaluate outcomes of decisions

### Science

- 5.3.4.A.3 - Describe the interactions of systems involved in carrying out everyday life activities.
- 5.3.6.A.1 - Model the interdependence of the human body's major systems in regulating its internal environment

## Integration of 21<sup>st</sup> Century Skills



Indicators:

### CREATIVITY AND INNOVATION

Use a wide range of idea creation techniques such as brainstorming.

Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work.

### CRITICAL THINKING AND PROBLEM SOLVING

Analyze and evaluate major alternative points of view. Reflect critically on learning experiences and processes.

Identify and ask significant questions that clarify various points of view and lead to better solutions.

### COMMUNICATION AND COLLABORATION

Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts. Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions.

### INFORMATION LITERACY

Use information accurately and creatively for the issue or problem at hand.

### MEDIA LITERACY

Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media. ICT (Information, Communications and Technology)

### LITERACY

Use technology as a tool to research, organize, evaluate and communicate information

### FLEXIBILITY AND ADAPTABILITY

Adapt to varied roles, jobs responsibilities, schedules and contexts. Work effectively in a climate of ambiguity and changing priorities. Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments.

### INITIATIVE AND SELF-DIRECTION

Set goals with tangible and intangible success criteria. Balance tactical (short-term) and strategic (long-term) goals. Utilize time and manage workload efficiently. Monitor, define, prioritize, and complete tasks without direct oversight. Demonstrate commitment to learning as a lifelong process. Reflect critically on past experiences in order to inform future progress.

### SOCIAL AND CROSS-CULTURAL SKILLS

Know when it is appropriate to listen and when to speak. Conduct themselves in a respectable, professional manner. Respect cultural differences and work effectively with people from a range of social and cultural backgrounds. Respond open-mindedly to different ideas and values. Leverage social and cultural differences to create new ideas and increase both innovation and quality of work.

### PRODUCTIVITY AND ACCOUNTABILITY

Set and meet goals, even in the face of obstacles and competing pressures.

### LEADERSHIP AND RESPONSIBILITY

Use interpersonal and problem-solving skills to influence and guide others toward a goal. Inspire others to reach their very best via example and selflessness. Demonstrate integrity and ethical

behavior in using influence and power. Act responsibly with the interests of the larger community in mind.

Unit Title: Nutrition and Food Choices (2)	
Unit Description: This unit focuses on understanding how nutrition, body weight and composition, and body image combine to contribute to overall health. The class will determine the importance of positive habits and decision-making based on food choice.	
Unit Duration: 11-12 days	
<b>Desired Results</b>	
Standard(s): <b>2.2 Physical Wellness:</b> <ul style="list-style-type: none"> <li>• <b>Nutrition-</b> The balance of food intake and exercise is a vitally important component of nutritional wellness, and is tempered by factors like age, lifestyle, and family history</li> </ul>	
Indicators: 2.2.12.N.1: Compare and contrast the nutritional trends, eating habits, and the impact of marketing foods on adolescents and young adults nationally and worldwide. 2.2.12.N.2: Determine the relationship of nutrition and physical activity to weight loss, gain, and maintenance. 2.2.12.N.3: Analyze the unique contributions of each nutrient class (e.g., fats, carbohydrates, protein, water, vitamins, minerals) to one’s health and fitness. 2.2.12.N.4: Implement strategies and monitor progress in achieving a personal nutritional health plan. 2.2.12.N.5: Research present trends in plant based and organic food choices and industries that have shown an impact on lowering heart, cancer, diabetes, and other diseases.	
Understandings: <i>Students will understand that...</i> <ol style="list-style-type: none"> <li>1. Carbohydrates, fats, and protein can all be used by the body as a source of energy. <ol style="list-style-type: none"> <li>a. When your body uses the nutrients in foods, as series of chemical reactions occur inside your cells - as a result, energy is released.</li> <li>b. Carbohydrates supply energy for your body’s functions</li> <li>c. Fats supply your body with energy, form your cells, maintain body temperature, and protect your nerves</li> <li>d. Proteins supply your body with energy, and also assist in the repair of muscle fibers</li> </ol> </li> <li>2. There are various functions of vitamins, minerals, and water in the body’s function. <ol style="list-style-type: none"> <li>a. There are two classes of vitamins: fat-soluble vitamins, which dissolve in fatty materials; water-soluble vitamins, which dissolve in water</li> </ol> </li> </ol>	Essential Questions: <ol style="list-style-type: none"> <li>1. Why are carbohydrates, fats, and proteins important?</li> <li>2. What are the functions of vitamins, minerals, and water in the body?</li> <li>3. What are guidelines for healthful eating?</li> <li>4. How do you make healthy food choices?</li> <li>5. How do you safely manage your weight?</li> <li>6. What are factors that influence body image?</li> <li>7. How do you form a healthy body image?</li> </ol>

- b. There are seven minerals that your body requires in significant amounts: calcium, sodium, potassium, magnesium, phosphorus, chlorine, and sulfur
    - c. Nearly all of the body's chemical reactions, including those that produce energy and build new tissues, take place in a water solution.
  3. Guidelines for healthful eating include:
    - a. Dietary Guidelines: provide information on how to make smart food choices, balance food intake with physical activity, and get the most nutrition out of the calories you consume.
    - b. Unlike past plans, the MyPyramid plans differ with person's age, sex, and activity level. The pyramid also includes physical activity as an important part of staying healthy.
  4. Healthy food choices:
    - a. You eat for several reasons: to meet your nutritional needs, to satisfy your appetite, and to supply your body with energy.
    - b. The information on the food label includes nutrition facts, nutrient and health claims, daily values, and freshness dates.
  5. Safely managing weight:
    - a. A person's weight is determined by heredity, activity level, and body composition.
    - b. One simple way to assess if your weight is in the healthy range is to calculate your body mass index (BMI).
    - c. Being overweight can lead to serious health problems, including heart disease and diabetes.
    - d. Being underweight can be linked to anemia, heart irregularities, and trouble regulating body temperature.
  6. Factors that influence body image:
    - a. Family and peers play an important role: family values shape the way that teens think of their body; teens tend to hang out with peers of the same body type
    - b. Media, including advertisements, often set unhealthy and unrealistic examples of body image
    - c. Ethnicity can influence body image, based of the culture
    - d. Athletes in sports often feel pressure to conform to body weights to improve their performance
  7. Forming a healthy body image:

- a. Focus on the features that you like about yourself
- b. Be skeptical of the media’s use of models and image-editing techniques
- c. Focus on what you can do with your body

**Assessment Evidence**

**Performance Tasks:**

- Identify and understand the role of the six types of nutrients
- Evaluate the importance of water
- Interpret the key concepts of the Dietary Guidelines for Americans
- Summarize the recommendations from the MyPlate food guidance system
- Analyze a Nutritional Facts label to identify the nutritional value of the food product
- Describe how the order of ingredients is determined by a food label
- Understand the use of claims on a food label
- Summarize factors that determine body weight
- Describe strategies for determining healthy weight
- Recognize health consequences associated with unhealthy weight
- Summarize healthy and unhealthy weight-loss strategies
- Identify factors that can influence a person’s body image
- Analyze how the media can impact the body image of teenagers
- List different types of eating disorders
- Evaluate how images of celebrities and models are altered to enhance certain features

**Other Evidence:**

Formative

- Teacher Observations
- Daily Classwork
- Class Notes
- Homework

Summative

- Publisher-made test & quizzes
- Teacher-made test & quizzes
- Projects
- Health 9 Final Exam

**Benchmarks:**

Unit Assessment Health  
9 Final Exam

**Learning Plan**

Learning Activities:

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**2.2** Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

4.0 Students will be able to:

- In addition to score 3.0, the student demonstrates in-depth inference and applications that go beyond what was taught.

3.0 Students will be able to:

- Compare and contrast nutrition and food choices as it relates to diets and levels of physical fitness

	<ul style="list-style-type: none"> <li>Analyze personal skills for nutrition and food choices, and its' contributions towards lifelong fitness</li> </ul>
2.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Identify and define factors that influence a person's overall nutrition, body weight, and body composition</li> </ul>
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Unit Title: Fitness and Personal Health (3)

Unit Description:

This unit will focus on the aspects of physical fitness, personal health, and sleep. The class will access previous knowledge about nutrition and apply it to the aspects of fitness and personal health.

Unit Duration: 11-12 days

### Desired Results

Standard(s):

#### 2.2 Physical Wellness:

**Physical Fitness-** Physical and emotional growth often relies on taking personal responsibility for developing and maintaining physical fitness levels that also provide opportunities for self-expression, enjoyment, and emotional satisfaction.

#### Lifelong Fitness:

- Healthy habits and behaviors are created by personal learning experiences, knowledge, beliefs, and goals towards living and maintaining a healthy lifestyle of fitness, self-expression, social interaction, and enjoying movement in a safe and healthy environment (e.g., golf, tennis, badminton, martial arts, bowling, kayaking, ping-pong, cricket, hiking, biking, swimming).
- Community resources can support a lifetime of wellness to self and family members.

Indicators:

2.2.12.PF.1: Compare the short-and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime.

2.2.12.PF.2: Respect and appreciate all levels of ability and encourage with care during all physical activities.

2.2.12.PF.3: Design and implement a personal fitness plan, using evidence and evaluate how that reflects knowledge and application of fitness-training principals (FITT) and the components of skill related fitness.

2.2.12.PF.4: Determine the role of genetics, age, nutrition, sleep, the environment, and exercise type on body composition and personal health (e.g., anabolic steroids, human growth hormones, stimulants).

2.2.12.PF.5: Analyze fitness knowledge in strength, conditioning, agility, and the physiological responses of the energy systems effects on the mind and body before, during, and after physical fitness activities.

2.2.12.LF.1: Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family, and others in a community.

2.2.12.LF.2: Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures.

2.2.12.LF.3: Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime.

2.2.12.LF.4: Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity.

2.2.12.LF.5: Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new).

2.2.12.LF.6: Implement a financial plan for participation in physical activity in the community for self and family members.

2.2.12.LF.7: Analyze the current and future impact of globalization and technology on the influences of participation in sports, games, physical fitness activities, dance, gaming, outdoor adventure, viewing sports, and social and emotional connections.

2.2.12.LF.8: Identify personal and community resources to explore career options related to physical activity and health.

**Understandings:**

*Students will understand that...*

1. Physical activity can lower risks for diseases.
  - a. The benefits of physical activity to bone and muscle strength, balance and coordination.
  - b. Physical activity helps control weight and improves sleep.
  - c. Physical activity can improve academic performance.
  - d. The importance of cardiorespiratory fitness.
2. Components of Fitness:
  - a. Cardiorespiratory Endurance, Muscular Strength/Endurance, Flexibility and Body Composition.

**Essential Questions:**

1. What are the benefits of improving Physical Fitness?
2. Define the five components of fitness?
3. List safety considerations related to physical activity?
4. How can you achieve lifelong fitness?

3. Guidelines to prevent injuries from physical activities; Proper hydration is important while exercising.
4. FITT principles will guide you as you monitor and adjust your fitness plan to maximize benefits of lifelong fitness.
5. Health risks include: Increased risks for disease, obesity, accidents, school performance, reduced nervous/immune/endocrine system function
6. Common sleeping problems include: Insomnia, parasomnia, sleep apnea, narcolepsy
7. Strategies for getting proper sleep require lifestyle change: Set a sleep schedule, nap periodically, exercise regularly, avoid sleep interruptions, relax before bedtime, control exposure to light

5. List risks of an unhealthy sleep schedule
6. What are common sleeping problems?
7. List strategies for getting proper sleep.

**Performance Tasks:**

- Summarize how physical activity can lower risk for diseases
- Describe the benefits of physical activity related to bone and muscle strength
- Identify ways which physical activity controls weight and improves sleep
- Summarize the various components of fitness
- Develop a personal fitness plan
- Apply guidelines to prevent injury from physical activity
- Compare amounts of sleep needed at various lifespan stages
- Recognize reasons why teens don't get adequate sleep
- Summarize the effects of insufficient sleep
- Summarize the effects of sleep on the body systems
- Recognize symptoms of common sleep disorders
- Explain guidelines for napping
- Understand the importance of following a sleep schedule

**Other Evidence:**

Formative

Teacher  
Observations Daily  
Classwork Class  
Notes Homework

Summative

Publisher-made test & quizzes  
Teacher-made test & quizzes  
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Health 9 Final Exam

**Benchmarks:**

Unit Assessment Health  
9 Final Exam

**Learning Plan**

Learning Activities:

Skill/Topic Introduction: Introduce, define and use reading strategies: questioning, previewing, connecting, identifying cause/effect

Application: Apply a variety of reading strategies in guided and independent reading of narrative texts such as questioning, previewing, connecting, identifying cause/effect, using context clues, analysis, and making judgements.

Access of Prior Knowledge: Develop K-W-L Chart or other anticipatory guides to activate prior knowledge (such as opening/leadup activities, pre-tests, exit tickets, 4 square organizer, creative projects).

Discussion: Whole-class, small group, paired conversations, and teacher conferencing pertaining to selected texts and the use of reading strategies.

Technology Integration: Infuse technology to complement and enhance the curriculum for a variety of purposes (e.g., the use of the writing process, publishing and sharing of formalized writing, and to give and receive feedback, reflection)

Resources:

New Jersey Student Learning Standards Comprehensive Health Textbook  
Online Textbook Resources Office  
365  
Unified Classroom  
[www.Kahoot.com](http://www.Kahoot.com) [www.Quizlet.com](http://www.Quizlet.com)  
[www.PollEverywhere.com](http://www.PollEverywhere.com) Original Activities/Resources

### Unit Learning Goal and Scale

*(Level 2.0 reflects a minimal level of proficiency)*

Standard(s):

**2.1 Wellness:** All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

**2.2 Integrated Skills:** All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

4.0 Students will be able to:

- In addition to score 3.0, the student demonstrates in-depth inference and applications that go beyond what was taught.

3.0 Students will be able to:

- Compare and contrast physical fitness and personal health as it relates to an active lifestyle, and getting enough sleep
- Analyze personal skills for making goals and setting plans, and its' contributions towards living an active lifestyle

2.0	Students will be able to: <ul style="list-style-type: none"> <li>Identify and define factors that influence a person's physical fitness and sleep</li> </ul>
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

<b>Unit Modifications for Special Population Students</b>	
Advanced Learners	<p>Most proficient learners:</p> <ul style="list-style-type: none"> <li>Assign leadership role in group activities.</li> <li>Assign outside research pertaining to the unit. Sources may include internet, additional text, and video.</li> </ul>
Struggling Learners	<p>Less proficient learners:</p> <ul style="list-style-type: none"> <li>Locate the boldface heads in the section.</li> <li>Explain that the boldface heads divide the text by topic</li> <li>Reading Strategy: <ul style="list-style-type: none"> <li>Read the boldface headings.</li> <li>Predict what will be covered in the a section of the text</li> <li>Read the text section</li> <li>Review their predictions</li> <li>Refer to guided questions and comprehension questions.</li> </ul> </li> <li>Encourage use of glossary of terms and dictionary. <ul style="list-style-type: none"> <li>Log new terminology in notebook for reference.</li> </ul> </li> </ul>
English Language Learners	<p>Less proficient learners:</p> <ul style="list-style-type: none"> <li>Locate the boldface heads in the section.</li> <li>Explain that the boldface heads divide the text by topic</li> <li>Reading Strategy: <ul style="list-style-type: none"> <li>Read the boldface headings.</li> <li>Predict what will be covered in the a section of the text</li> <li>Read the text section</li> <li>Review their predictions</li> <li>Refer to guided questions and comprehension questions.</li> </ul> </li> <li>Encourage use of glossary of terms and dictionary. <ul style="list-style-type: none"> <li>Log new terminology in notebook for reference.</li> </ul> </li> </ul>
Learners with an IEP	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> <li>Variation of time: adapting the time allotted for learning, task completion, or testing</li> <li>Variation of input: adapting the way instruction is delivered</li> <li>Variation of output: adapting how a student can respond to instruction</li> <li>Variation of size: adapting the number of items the student is expected to complete</li> <li>Modifying the content, process or product</li> </ul>

	<p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed <a href="#">here</a>.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here <a href="http://www.udlguidelines.cast.org">www.udlguidelines.cast.org</a></p>
Learners with a 504	Refer to page four in the <a href="#">Parent and Educator Resource Guide to Section 504</a> to assist in the development of appropriate plans.

## Interdisciplinary Connections

Indicators:

### Technology

- 8.1.12.B.1 - Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).
- 8.1.12.D.4 - Assess the credibility and accuracy of digital content.
- 8.1.5.E.1 - Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.
- 8.2.2.B.2 - Demonstrate how reusing a product affects the local and global environment.
- 8.2.5.E.1- Identify how computer programming impacts our everyday lives.

### Math

- S-MD-A - Calculate expected values and use them to solve problems S-
- MD-B - Use probability to evaluate outcomes of decisions

### Science

- 5.3.4.A.3 - Describe the interactions of systems involved in carrying out everyday life activities.
- 5.3.6.A.1 - Model the interdependence of the human body's major systems in regulating its internal environment

## Integration of 21<sup>st</sup> Century Skills

Indicators:

### CREATIVITY AND INNOVATION

- Use a wide range of idea creation techniques such as brainstorming.
- Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work.

### CRITICAL THINKING AND PROBLEM SOLVING

Analyze and evaluate major alternative points of view. Reflect critically on learning experiences and processes.

Identify and ask significant questions that clarify various points of view and lead to better solutions.

### COMMUNICATION AND COLLABORATION

Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts. Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions.

### INFORMATION LITERACY

Use information accurately and creatively for the issue or problem at hand.

### MEDIA LITERACY

Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media. ICT (Information, Communications and Technology)

### LITERACY

Use technology as a tool to research, organize, evaluate and communicate information

### FLEXIBILITY AND ADAPTABILITY

Adapt to varied roles, jobs responsibilities, schedules and contexts. Work effectively in a climate of ambiguity and changing priorities. Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments.

### INITIATIVE AND SELF-DIRECTION

Set goals with tangible and intangible success criteria. Balance tactical (short-term) and strategic (long-term) goals. Utilize time and manage workload efficiently. Monitor, define, prioritize, and complete tasks without direct oversight. Demonstrate commitment to learning as a lifelong process. Reflect critically on past experiences in order to inform future progress.

### SOCIAL AND CROSS-CULTURAL SKILLS

Know when it is appropriate to listen and when to speak. Conduct themselves in a respectable, professional manner. Respect cultural differences and work effectively with people from a range of social and cultural backgrounds. Respond open-mindedly to different ideas and values. Leverage social and cultural differences to create new ideas and increase both innovation and quality of work.

### PRODUCTIVITY AND ACCOUNTABILITY

Set and meet goals, even in the face of obstacles and competing pressures.

### LEADERSHIP AND RESPONSIBILITY

Use interpersonal and problem-solving skills to influence and guide others toward a goal. Inspire others to reach their very best via example and selflessness. Demonstrate integrity and ethical behavior in using influence and power. Act responsibly with the interests of the larger community in mind.



Unit Title: Mental and Emotional Health and Wellness (4)

Unit Description:

This unit will focus on achieving mental and emotional health, managing stress in your life, and knowledge of different mental illnesses and disorders. Emphasis will be placed on recognizing mental and emotional wellness and illness.

Unit Duration: 11-12 days

### Desired Results

Standard(s):

#### 2.1 Personal and Mental Health:

- **Personal Growth-** The decisions one makes can influence an individual's growth and development in all dimensions of wellness.
- **Emotional Health:**
  - Self-confidence, personal traits, stress, limitations, and strengths impact the mental and emotional development of an individual.
  - Healthy individuals demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways.
- **Community Health Services and Support:**
  - Healthy individuals demonstrate the ability to identify who, when where and/or how to seek help for oneself or others.
  - Knowledge of and access to resources is beneficial in providing support to individuals and families dealing with difficult situations.

#### 2.3 Safety:

- **Health Conditions, Diseases and Medicines-** Mental health conditions affect individuals, family members, and communities.

Indicators:

2.1.12.PGD.1: Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life.

2.1.12.PGD.2: Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood.

2.1.12.EH.1: Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.

2.1.12.EH.2: Analyze factors that influence the emotional and social impact of mental health illness on the family.

2.1.12.EH.3: Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness).

2.1.12.EH.4: Analyze and adapt mental and emotional health messages and communication techniques to peers and other specific target audience (e.g., dimensions of health).

2.1.12.CHSS.1: Analyze the opportunities available at home, in school, and in the community to support the mental health of oneself or an individual.

2.1.12.CHSS.2: Develop an advocacy plan for a health issue and share this information with others who can benefit.

2.1.12.CHSS.9: Develop an action plan to assist individuals who have feelings of sadness, anxiety, stress,

trauma, or depression and share this information with individuals who will benefit.

2.3.12.HCDM.6: Analyze and discuss the evidence of the emotional and social impact of mental health illness on families, communities, and states (e.g., depression, anxiety, Alzheimer's, panic disorders, eating disorders, impulse disorders).

Understandings:

*Students will understand that...*

1. Mental and emotional health are a part of your internal health (feelings & thoughts).
2. Steps to manage your emotions and express them in a healthy way (Identify, acknowledge, Express, and Get relief).
3. Different parts that makes up a person's identity.
4. Setting and working towards goals, developing strategies for reducing stress, focusing on good, not the bad and maintaining close relationships help improve mental and emotional health.
5. Stress is the body's physical and psychological response to traumatic or challenging situations
6. Stressor are any factors that causes stress.
7. Relationships, school, environment and inner conflict are common sources of stress.
8. Stages of the body's response to stress; Alarm, Resistance, and Exhaustion.
9. Managing time, setting limits, maintaining a positive attitude are some ways to manage stress.
10. Stress that is managed properly can be used to your benefit.
11. A mental or emotional problem that interferes with daily functioning is a mental illness.
12. Take thoughts or mention of suicide very seriously, talk to an adult you trust, seek help from a mental health professionals can help prevent suicide.
13. Individual & family therapy, support groups, medication, inpatient treatment are ways to help with mental health concerns.

Essential Questions:

1. What emotions are you feeling and why are you feeling them?
2. What are the steps in gaining relief and understanding your feelings?
3. Who are you? (Identity)
4. What strategies improve mental and emotional health?
5. What is stress?
6. How to manage stress?
7. What are the different types of mental illnesses and disorders?
8. What causes mental illnesses?
9. What steps can you take to prevent suicide?
10. What help and treatments are available for mental illness and disorders?

**Assessment Evidence**

Performance Tasks:

- Describe how to manage emotions and express feelings in a healthy way
- Recognize common positive and negative emotions
- Describe the different parts of a person's identity
- Summarize how gender and ethnicity influence a person's identity
- Differentiate different types of stress
- Understand how stress can be caused by positive or negative events
- Recognize sources of stress for teenagers
- Understand how the body reacts to stress and the stages it goes through while under stress

Other Evidence:

Formative

Teacher  
Observations Daily  
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Notes Homework

Summative

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Projects  
Health 9 Final Exam

- Summarize how cognitive, emotional, and behavior problems are caused by stress
- Recall strategies for reducing or avoiding stress
- Describe how to create a time-management plan
- Summarize the benefits of stress
- Identify types of mental illnesses and disorders
- Recognize symptoms of different types of mental illnesses and disorders
- Describe biological and physiological factors that may cause mental illnesses and disorders
- Identify traumatic life experiences that may trigger a mental illness or disorders
- Identify risk factors associated with suicide
- Describe suicide prevention strategies
- Recognize how to help someone who has a mental illness or disorder

Benchmarks:

Unit Assessment Health  
9 Final Exam

### Learning Plan

Learning Activities:

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Health Textbook

Online Textbook Resources Office  
365

Unified Classroom

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*(Level 2.0 reflects a minimal level of proficiency)*

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3.0	Students will be able to: <ul style="list-style-type: none"> <li>• Compare and contrast mental illnesses and disorders as it relates to mental and emotional health</li> <li>• Analyze personal skills relating to stress management, and its' contributions towards living a healthy and active lifestyle</li> </ul>
2.0	Students will be able to: <ul style="list-style-type: none"> <li>• Identify and define factors that influence a person's mental and emotional health</li> </ul>
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**Unit Modifications for Special Population Students**

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