

Springfield Public Schools
Springfield, New Jersey 07081

Health
Grade 9

Curriculum Guide

2022

This curriculum may be modified through varying materials, techniques, and strategies as per an individual student's IEP.

*Springfield Board of Education
Approved July 25, 2022*

**Springfield Public Schools
Springfield, New Jersey**

**Rachel Goldberg
Superintendent of Schools**

**Erica Scudero
Assistant Superintendent**

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*Springfield Board of Education
PO Box 210
Springfield, New Jersey 07081*

"Cultivating compassionate and extraordinary learners"

Rachel Goldberg
Superintendent of Schools
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Michelle Calas
School Business Administrator/
Board Secretary
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Resolution: School Government
Introduced By: Mr. Miller
Seconded By: Mrs. Gamarekian
Adopted: July 25, 2022

Curriculum Adoption

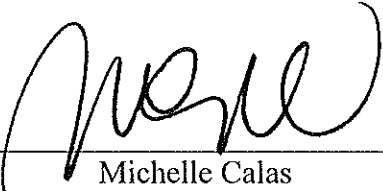
To adopt the following curriculum and courses for the 2022-2023 school year:

- Revised Comprehensive Health and Physical Education *due to new standards in CH/PE (Separate Roll Call Vote)*
 - K-12 Comprehensive Health
 - K-12 Physical Education

I, Michelle Calas, School Business Administrator/Board Secretary of the Springfield Board of Education, hereby certify that the extract from the minutes of a meeting of the Board of Education duly called and held on July 25, 2022 has been compared by me with the original minute book of said Board of Education, and is a true, complete and exact copy therefor, as far as the same relates to the subject matter referred to said contract.

IN WITNESS THEREOF, I have hereunto set my hand and seal of the Springfield Board of Education, this 26th of July 2022.

SEAL



Michelle Calas
School Business Administrator/Board Secretary

Unit Overview Template

Content Area: Health **Grade Level:** 9 **Unit Title:** Mental & Emotional Health

Unit Summary: Students will acquire the knowledge and skills to learn health promotion and disease prevention concepts and health-enhancing behaviors.

Primary Interdisciplinary Connections: Language Arts

21st Century Themes ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy

☒ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy

Career Readiness (Standard 9): 9.2 - Importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Unit Rationale: Students will be able to identify and explain safe, responsible health behaviors and make positive health practices part of a daily routine that contributes to a student's physical, mental, social and emotional health.

Learning Targets

Standards: 2.1 - Personal and Mental Health
 2.3 - Personal Safety
 8.1 - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Statutes: Bullying Prevention Programs (N.J.S.A. 18A:37- 17)
 Suicide Prevention (N.J.S.A. 18A: 6-111)

Core Ideas:
 2.1 CHSS Healthy individuals demonstrate the ability to identify who, when, where and/or
 Community how to seek help for oneself or others.
 Health Affordability and accessibility of health care impacts the prevention, early detection,
 Services and treatment of health conditions.
 and Support Local, state, and global advocacy organizations provide accurate and reliable
 resources and strategies designed to address common health and social issues.
 Knowledge of and access to resources is beneficial in providing support to
 individuals and families dealing with difficult situations.

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

Emotional Self-confidence, personal traits, stress, limitations, and strengths impact the mental
 Health and emotional development of an individual

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Healthy Individuals demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways	
Personal Growth & Development	The decisions one makes can influence an individual's growth and development in all dimensions of wellness.
PE#:	Performance Expectations (PE):
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.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).
2.3.12.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).
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.
2.1.12.CHSS.8	Investigate how local, state, and global agencies are addressing health issues caused by climate change and share this information in an appropriate setting.
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.5	Analyze a variety of health products and services based on cost, availability, accessibility, benefits and accreditation in the home, school, and in the community (e.g., suicide prevention, breast/testicular self-examination, CPR/AED, life skills training, menstrual products).
Unit Essential Questions: • How does self-confidence impact mental health? • What factors influence the emotional impact of mental health illness on the family? • How can someone with a health issue benefit from an advocacy plan? • Would developing strategies to appropriately respond to stressors in a variety of situations improve one's mental health? How?	
Unit Enduring Understandings:	

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- 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.

Unit Learning Targets:

Students will....

Identify positive health behaviors to reduce or eliminate preventable stress related health problems.

Evidence of Learning

Summative Assessment: Unit written exam, final health project, narrative summary

Equipment Needed: Laptops, projector

Teacher Resources: Health & Wellness textbook, health websites and databases

Formative Assessments:

- Rubric
- Pre-assessment
- Health brochure/newsletter
- Observation
- Quiz
- Test
- Group work
- Presentation

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Lesson	Time Frame
Lesson 1 Mental Illness	42 minutes/1 day
Lesson 2 Common Health Conditions in Men and Women	42 minutes/1 day
Lesson 3 Depression	42 minutes/1 day

Teacher Notes:**Curriculum Development Resources/Technology Resources:**

Click the links below to access additional resources used to design this unit:

Facts On File

Discovery Education

Ebsco Host

HHS.gov

Webmd.com

Newhealthguide.com

www.health.gov

Mayoclinic.com

<https://sites.google.com/site/salmonhealth1jdhs>

http://kidshealth.org/teen/your_mind/feeling_sad/depression.html

Lesson Plan 1 Template

Content Area: Health Lesson Title: Mental Illness Time Frame: 42 min./1 day

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Integration of Technology:

- Students will use the Internet to research information for assignments.
- Study guides and lesson handouts will be posted on Oncourse.
- Students will use pages to create newsletters and brochures.
- Students will use Powerpoint for their final health project.
- Students will submit assignments to OnCourse.

Equipment Needed: Laptop

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Explain the emotional, social and financial impact of mental illness on family, community and state. • Identify strategies to prevent mental illnesses. • Identify how advances in medicine and technology can help diagnose and treat mental illnesses.	Lesson Sequence 1. Attendance 2. Do Now - Get into assigned groups, view activity, website list, PowerPoint requirements on Oncourse. 3. Introduction to lesson and review the directions for the activity. 4. Group Activity - Students will research information using credible health websites (provided by teacher) answering assigned questions (aligned with goals/objectives) using Google docs. Next, design a PowerPoint with gathered information. Students will submit PowerPoint to OnCourse	• PowerPoint Rubric • Observation
Differentiation:		

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- Work independently and collaboratively
- Teacher assistance
- Provide websites for research.

Resources Provided:

- *Health and Wellness 2005*, Meeks Heit, Lesson 13 pg. 107

Lesson Plan 2 Template

Content Area: Health	Lesson Title: Common Health Conditions in Men and Women	Time Frame: 42 minutes/ 1 day
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Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Integration of Technology:

- Students will use the Internet to research information for assignments.
- Students will use databases and websites posted on Oncourse.
- Study guides, rubrics, activities and handouts will be posted on Oncourse.
- Students will submit assignments to OnCourse.

Equipment Needed: Laptop

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify health conditions that may occur in one's lifespan. - Identify strategies to prevent and treat health conditions.	Lesson Sequence - Attendance - Do Now: Get into assigned groups & view activity, website list & PowerPoint requirements on Oncourse. - Introduction to lesson and go over the directions for the activity. - Group Activity: Students will research information using credible health websites (provided by the teacher) answering assigned questions (aligned with goals/objectives) using Google docs. Next, design a Newsletter with gathered information.	- Newsletter Rubric - Observation

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- | | | |
|--|---|--|
| | <ol style="list-style-type: none">5. Students will submit a newsletter to OnCourse.6. Questions. | |
|--|---|--|

Differentiation:

Work alone/together, teacher assistance & provide websites for research

Resources Provided:

- Library databases
- webmd.com
- mayoclinic.com
- HHS.gov

Content Area: Health Lesson Title: Depression Time Frame: 42 minutes/1 day

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Integration of Technology:

- Students will use the Internet to research information for assignments.
- Students will use library databases and websites posted on OnCourse.
- Study guides, rubrics, activities and unit handouts will be posted on OnCourse.
- Students will submit assignments to OnCourse.

Equipment Needed: Laptop

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Determine diseases and health conditions that may occur during one's lifespan and identify prevention and treatment strategies.	Lesson Sequence 1. Attendance 2. Lesson: Students will access the worksheet for depression on the class website. 3. Individual activity: Students will use the links provided and answer the questions on depression. 4. Worksheets will be turned in and collected on OnCourse. 5. Teacher will facilitate a class discussion to go over the worksheet. 6. Closure- questions and exit tickets.	• Observation • Written work • Ticket out the door
Differentiation: Work alone/together, teacher assistance & provide websites for research.		
Resources Provided: • http://kidshealth.org/teen/your_mind/feeling_sad/depression.html • https://sites.google.com/site/salmonhealth1jdhs/unit-2-disorders/disorder-questions		

Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice		X	
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills		X	
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills		X	
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners		X	

Curriculum Design Template

Content Area: Health	Grade Level: 9	Unit Title: Health 1
Created: January 2020	Board Approved on:	

Unit Overview Template

Content Area:	Health	Grade Level:	9	Unit Title:	Nutrition
Unit Summary: Students will develop the knowledge and skills necessary to develop healthy eating habits, and choose healthy foods that align with the dietary guidelines.					
Primary Interdisciplinary Connections: Language Arts					
21st Century Themes ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy ☒ Information Literacy ☐ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy					
Career Readiness (Standard 9): 9.2 - The importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.					
Unit Rationale: Identify and explain how to make nutritious food choices that promote healthy habits to reduce the risk of developing certain diseases.					

Learning Targets

Standards: 2.2.12.: 2.2 Physical Wellness RL.9-10.1.- Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.	
Core Ideas: 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.	
PE#:	Performance Expectations:
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. nutritional health plan.
2.2.12.N.4	Implement strategies and monitor progress in achieving a personal
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.
9.2.12.CAP.8	Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various sectors.
Unit Essential Questions: - What factors determine a person's desirable body weight and body composition? - What are the USDA's Dietary Guidelines? - What are the six categories, functions and sources of nutrients? - Why are some teens at risk for developing eating disorders?	
Unit Enduring Understandings: Factors that determine desirable weight should include age, height, gender, body frame, BMR, and activity level.	

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- The USDA's Dietary Guidelines are designed to promote health by obtaining nutrients the body needs to reduce the risk of diseases
- Nutrients are consumed through foods and beverages needed for growth, regulate body processes and provide energy.
- Eating disorders are addictions caused by misinformed attitudes and harmful ways of coping.
- There are so many short and long term health benefits and risks associated with nutritional choices.

Unit Learning Targets:

Students will.... Discuss ways to determine desirable weight and body composition. Students will list and describe Dietary Guidelines. Students will identify the functions and sources of nutrients and discuss risks for developing eating disorders.

Evidence of Learning

Summative Assessment: Unit written exam, final health projects, narrative summary

Equipment Needed: Laptops, projector

Teacher Resources: Health & Wellness textbook, health websites and databases

Formative Assessments:

- Group presentations
- Oral questioning
- Health brochure/newsletter
- Current health article

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Lesson Plans

Lesson	Time Frame
Lesson 1 Maintain a Healthy Weight	42 minutes/1 day
Lesson 2 Following the Dietary Guidelines	42 minutes/ 1 day
Lesson 3 Developing Healthful Eating Habits	42 minutes/ 1 day

Teacher Notes:

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

www.myoclinic.com

www.mypyramid.com

www.webmd.com

www.choosemyplate.gov

www.health.gov/dietaryguidelines

Recovery Education United Streaming - database

Lesson Plan 1 Template

Content Area: Health Lesson Title: Maintaining a Healthful Weight Time Frame: 42 minutes/1 day

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: ELA-Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

Integration of Technology: Students will use the Internet to research information for assignments

Equipment Needed: Laptop

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Discuss ways to determine desirable weight and body composition. - Identify steps to follow for healthful weight gain and weight loss. - Explain common weight loss strategies	Lesson Sequence - Attendance - Do Now: Define body composition, overweight, obese and desirable weight. - Lesson: Discuss how to determine desirable weight and body composition, Dietary Guidelines for gaining and losing weight, and weight-loss strategies. - Activity: Design a weekly weight management plan. Access link for body composition to create program. - Closure: Questions	- Week project - Rubric
Differentiation: Pair students and assist with using databases and researching information on websites.		
Resources Provided: www.health.gov/dietaryguidelines		

Lesson Plan 2 Template

Content Area: Health Lesson Title: Following Dietary Guidelines Time Frame: 42 minutes/1 day

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☐ Life and Career Skills ☐ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: ELA- Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

Integration of Technology: Students will use the Internet to research information for assignments.

Equipment Needed: Laptop

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Explain the dietary trends of adolescents in the U.S and other countries - Identify the recommended number of daily servings for each food group. - Explain healthful eating habits following the Dietary Guidelines.	Lesson Sequence - Attendance - Do Now: Access database on Dietary Guidelines. - Food Inc.: Students will view a documentary about the industrial production of grains and vegetables, laws governing food labels and supply of cheap and contaminated food, and the promotion of unhealthy food consumption habits by Americans. - Written assignment: Answer questions about the video. Question examples include: recommended daily servings, recommendations for diet choices among young	Written assignment

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	adults, and limiting intake of fats. 5. Submit assignment to OnCourse. 6. Closure: Questions	
Differentiation: Work alone/together and teacher assistance.		
Resources Provided: • www.health.gov/dietaryguidelines • Health dietary guidelines newsletter - Lee Colon • Discovery Education United Streaming - database		

Lesson Plan 3 Template

Content Area: Health Lesson Title: Contributions of Nutrient Classes Time Frame: 42 minutes/ 1 day

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy **X** Health Literacy

21st Century Skills

- ☐ Creativity and Innovation **X** Critical Thinking and Problem Solving **X** Information Literacy
☐ Life and Career Skills ☐ Communication and Collaboration **X** Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: ELA-Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

Integration of Technology: Students will use the internet to research information for assignments

Equipment Needed: Laptop

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify the functions and sources of nutrient classes. - Explain and identify the elements and information on food labels	Lesson Sequence - Attendance - Do Now: Choose one. List all of the elements that you see on a food label for any particular food item. Give an example of each nutrient class. e.g. protein: beans - Group activity: Create a PowerPoint researching information on each nutrient class. Websites to gather information are listed on OnCourse. - Submit a project to OnCourse. - HW: vocabulary and answer unit question	- PowerPoint rubric - Observation
Differentiation:		

Group students and teacher assistance with accessing websites and researching information on websites.

Resources Provided:

- www.ChooseMyPlate.gov
- www.health.gov/dietaryguidelines
- FactsOnFile - database

Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs		X	
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process		X	
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners		X	

Curriculum Design Template

Content Area: Health	Grade Level: 9	Unit Title: Health 1
Created: January 2020	Board Approved on:	

Unit Overview Template

Content Area:	Health	Grade Level:	9	Unit Title:	Digital Personal Safety
Unit Summary: Students will acquire the knowledge and skills to cope with stressful simulations and assume lifelong responsibility to develop emotional wellness.					
Primary Interdisciplinary Connections: Language Arts					
21st Century Themes ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy ☒ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy					
Career Readiness (Standard 9): 9.4 - Key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.					
Unit Rationale: Students will be able to identify and explain health concepts and skills to cope with stressful and emotional situations experienced by adolescents.					

Learning Targets

Standards: 2.3 Safety	
Statutes:	
Core Ideas:	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.
Personal Safety:	Technology increases the capacity of individuals to communicate in multiple and diverse ways, which can complicate interpersonal relationships and self-esteem.
PE#:	Performance Expectations:
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	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.
9.4.12.CI	Innovative ideas or innovation can lead to career opportunities.
RL.9-10.1.	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
Unit Essential Questions:	
• What effect does social media have on emotional health? • What are strategies to prevent or minimize stress? • What are strategies to cope with family crises or change? • What are the positive and negative consequences of technology? • How do I learn to stand for and communicate my beliefs to others without alienating them? • What is effective communication?	
Unit Enduring Understandings:	

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- Stress management skills impact an individual's ability to cope with different types of emotional situations.
- Effective conflict resolution skills are necessary to respond and react to crisis and change.
- Developing self-esteem, resiliency, tolerance and coping skills support social and emotional health.
- Technology increases the capacity of individuals to communicate in multiple and diverse ways.
- Making good health decisions requires the ability to access and evaluate reliable resources.
- Effective communication skills enhance a person's ability to express and defend their beliefs.
- Effective communication skills are valuable to personal and professional success.

Unit Learning Targets:

Students will...

- Identify ways to manage and cope with stress.
- Identify strategies to cope with family crisis and change.
- Describe types of conflict, conflict response styles, and conflict resolution skills.
- Identify skills for communicating in multiple and diverse ways.
- Explain how new technologies positively and negatively impact conflicts and crises.
- Identify short and long-term consequences and resolution skills of unresolved conflicts.

Evidence of Learning

Summative Assessment: Unit written exam, final health project, narrative summary

Equipment Needed: Laptops, projector

Teacher Resources: Health & Wellness textbook, health websites and databases

Formative Assessments:

- Group presentation
- Oral questioning
- Health brochure/newsletter
- Current health article

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Lesson Plans

Lesson	Time Frame
Lesson 1 Conflict Resolution	42 minutes/1 day
Lesson 2 Coping With Family Crisis	42 minutes/ 1 day
Lesson 3 Stress Management	42 minutes/ 1 day

Teacher Notes:

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

www.helpguide.org

www.emotionallyhealthy.org

www.mayoclinic.com

www.webmd.com

Discovery Education United Streaming - database

Consumer Health Complete - database

FactsOnFile - database

Lesson Plan 1 Template

Content Area: Health Lesson Title: Conflict Resolution Time Frame: 42 minutes/1 day

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: ELA- Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

Integration of Technology: Students will use the Internet to research information for assignments.

Equipment Needed: Laptop

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Describe types of conflict, types of response styles, and conflict resolution skills.	Lesson Sequence - Attendance - Do Now: Access link on Oncourse and view pages on how to respond or react to conflict, and skills used to settle a disagreement. - Activity: Students will research information from a link on Oncourse on conflict resolution. - Students will take information gathered to create a newsletter. Students will include conflict resolution skills and steps that can be used to resolve conflict in a responsible way. Submit activity to OnCourse. - Closure: Questions	- Newsletter Rubric - Observation

Differentiation:

Work alone/ together, teacher guided/independent learning groups.

Resources Provided:

- <https://www.helpguide.org/articles/relationships/conflict-resolution-skills.htm>
- *Health and Wellness 2005*, Meeks Heit, pg. 41-54

Lesson Plan 2 Template

Content Area: Health Lesson Title: Communication Time Frame: 42 minutes/ 1 day

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: ELA-Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

Integration of Technology: Students will use the Internet to research information for assignments.

Equipment Needed: Laptop

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Identify strategies to cope with family crises and change, through communication.	Lesson Sequence - Attendance - Do Now: Access link on Oncourse and read article on Surviving Family Crisis. - Assignment: Answer questions and submit assignments in OnCourse. - Closure: Questions - HW: Fill in the critical thinking scenario table on feelings of family change and healthy actions to take during change.	- Written assignment - Homework
Differentiation: Work alone/together, teacher assistance & provide websites for research.		
Resources Provided: http://extension.udel.edu/factsheets/surviving-a-family-crisis-2/		

Lesson Plan 3 Template

Content Area: Health Lesson Title: Stress Management Time Frame: 42 minutes/1 day

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: ELA-Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

Integration of Technology: Students will use the Internet to research information for assignments.

Equipment Needed: Laptop

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Develop healthy strategies to deal with stress. - Analyze the impact of stress management skills. - Identify how to cope with different emotional situations.	Lesson Sequence - Attendance - Do Now: Write down 5 stressful life events. - Students will give a short description of how people cope with these stressful situations. - Access lesson on “Expressing Emotions” and Managing Stress on OnCourse. Discuss topics on Expressing Emotions in Healthful Ways, The Stages of Stress, and Stress-Management Skills. - Written Assignment: Answer critical thinking scenarios. Submit to OnCourse. - Closure: Questions - HW: Think about a time when you had to deal	- Written assignments - Homework

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	with a stressful situation. How did you manage it? Were there things you could do differently now?	
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Differentiation:

Work alone/ together, teacher assistance & provide websites for research

Resources Provided:

- http://kidshealth.org/teen/your_mind/emotions/stress.html
-

Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills		X	
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills		X	
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment		X	
Provide data to inform and adjust instruction to better meet the varying needs of learners		X	

Curriculum Design Template

Content Area: Health	Grade Level: 9	Unit Title: Health 1
Created: January 2020	Board Approved on:	



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GLOBAL SKILLS**

IEP AND 504 ACCOMMODATIONS AND MODIFICATIONS FOR EARLY CHILDHOOD AND ELEMENTARY SCHOOL STUDENTS:

Large print textbooks
Textbooks for at-home use
Additional time for assignments
Review of directions
Use of mnemonics
Have student restate information
Concrete examples
Adaptive writing utensils
Support auditory presentations with visuals
Use of a study carrel
Assistance in maintaining uncluttered space
Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
Space for movement or breaks
Study sheets and teacher outlines
Extra visual and verbal cues and prompts
Math sheets with highlighted instructions
Graph paper to assist in organizing or lining up math problems
Use of computers and calculators
Books on tape
Graphic organizers
Quiet corner or room to calm down and relax when anxious
Preferential seating
Alteration of the classroom arrangement
Reduction of distractions
Answers to be dictated
Hands-on activities
Use of manipulatives
No penalty for spelling errors or sloppy handwriting
Follow a routine/schedule
Alternate quiet and active time
Teach time management skills
Rest breaks
Verbal and visual cues regarding directions and staying on task
Agenda book and checklists
Adjusted assignment timelines
Visual daily schedule



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GLOBAL SKILLS**

Varied reinforcement procedures
Immediate feedback
Work-in-progress check
Personalized examples

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

Answers to be dictated
Frequent rest breaks
Additional time
Oral testing
Untimed tests
Choice of test format (multiple-choice, essay, true-false)
Alternate ways to evaluate (projects or oral presentations instead of written tests)
Accept short answers
Open-book tests
Read test and directions to student
Provide study outline prior to tests
Highlight key directions
Test in alternative site
Use of calculator
Extra credit option
Preview test procedures
Simplified test wording; rephrased test questions and/or directions

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

Use of alternative books or materials on the topic being studied
Computerized spell-check support
Word bank of choices for answers to test questions
Provision of calculator and/or number line for math tests
Reworded questions in simpler language
Projects instead of written reports
Highlighting important words or phrases in reading assignments
Modified workload or length of assignments/tests
Modified time demands
Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS MODIFICATIONS:



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GLOBAL SKILLS**

Breaks between tasks
Cue expected behavior
Daily feedback to student
Have contingency plans
Use de-escalating strategies
Use positive reinforcement
Use proximity/touch control
Use peer supports and mentoring
Model expected behavior by adults
Have parent sign homework
Have parent sign behavior chart
Set and post class rules
Chart progress and maintain data



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GLOBAL SKILLS

IEP AND 504 ACCOMODATIONS AND MODIFICATIONS FOR MIDDLE AND HIGH SCHOOL STUDENTS:

- Large print textbooks
- Textbooks for at-home use
- Additional time for assignments
- A locker with adapted lock
- Review of directions
- Review sessions
- Use of mnemonics
- Have student restate information
- Provision of notes or outlines
- Concrete examples
- Adaptive writing utensils
- Support auditory presentations with visuals
- Weekly or bi-weekly home-school communication
- Space for movement or breaks
- Study sheets and teacher outlines
- Extra visual and verbal cues and prompts
- Lab and math sheets with highlighted instructions
- Graph paper to assist in organizing or lining up math problems
- Use of tape recorder for lectures
- Use of Interactive notebook
- Use of a scribe
- Use of computers and calculators
- Books on tape
- Graphic organizers
- Quiet corner or room to calm down and relax when anxious
- Preferential seating
- Alteration of the classroom arrangement
- Reduction of distractions
- Answers to be dictated
- Hands-on activities
- Ability to type all assignments
- Follow a routine/schedule
- Teach time management and organizational skills
- Rest breaks
- Verbal and visual cues regarding directions and staying on task
- Agenda book and checklists
- Daily check-in with case manager or special education teacher
- Adjusted assignment timelines
- Visual daily schedule



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**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Varied reinforcement procedures
Immediate feedback
Work-in-progress check
Personalized examples

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

Answers to be dictated
Frequent rest breaks
Additional time
Oral testing
Choice of test format (multiple-choice, essay, true-false)
Alternate ways to evaluate (projects or oral presentations instead of written tests)
Accept short answers
Open-book or open-note tests
Read test and directions to student
Provide study guides prior to tests
Highlight key directions
Test in alternative site
Use of calculator
Extra credit option
Pace long-term projects
Preview test procedures
Simplified test wording; rephrased test questions and/or directions

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

Allow outlining, instead of writing for an essay or major project
Use of alternative books or materials on the topic being studied
Computerized spell-check support
Word bank of choices for answers to test questions
Provision of calculator for math tests
Film or video supplements in place of reading text
Reworded questions in simpler language
Projects instead of written reports
Highlighting important words or phrases in reading assignments
Modified workload or length of assignments/tests
Modified time demands



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GLOBAL SKILLS**

Pass/no pass option
Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS FOR STUDENTS:

- Breaks between tasks
- Cue expected behavior
- Daily feedback to student
- Have contingency plans
- Use de-escalating strategies
- Use positive reinforcement
- Use proximity/touch control
- Use peer supports and mentoring
- Model expected behavior by adults
- Have parent sign homework
- Set and post class rules
- Chart progress and maintain data



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GLOBAL SKILLS

Accommodations and Modifications for ESL Students

- Give tests orally
- Give instructions/directions in writing and orally
- Assign a peer tutor, same language or English speaking
- Allow use of bilingual/translation dictionary
- Provide summaries of text or study guides of particular chapters
- Allow errors in speaking
- Allow errors in writing
- Accept writing in first language
- Highlight key vocabulary
- Reduce amount of work required
- Assess comprehension through demonstration or other alternative means (gestures, drawings)
- Rephrase questions, directions, and explanations
- Reduce multiple choices on assessments
- Provide study guides and/ or outlines
- Shorten reading assignments
- Allow extended time for test/project completion
- Use of audio books
- Use of graphic organizers
- Use reduced text, so that print is not dense
- Use visuals/pictures throughout lesson/unit/assignment
- Adapt homework to reflect language proficiency/home support
- Adapt homework to reflect home support
- Provide hands-on activities and explanations
- Allow extended time to answer questions, and permit drawing, as an explanation
- Use of translation dictionaries to locate words in the native language
- Use anecdotal records and portfolio of work as forms of assessment
- Use story retellings to assess comprehension