WELLNESS G9-12

THE EWING PUBLIC SCHOOLS
2099 Pennington Road
Ewing, NJ 08618

Board Approval Date: December 16, 2019 Michael Nitti
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In accordance with The Ewing Public Schools' Policy 2230, Course Guides, this curriculum has been reviewed and found to be in compliance with all policies and all affirmative action criteria.

Table of Contents

Preface

Course Description:

Wellness Education will give students the opportunity to study the latest trends in health, nutrition, physical activity and wellness. Students will study stress management techniques, overall well-being, personal health, health related attitudes, health related beliefs as well individual health behaviors and how they affect the world in regards to sustainable energy.

Grade Level: 9-12

Units of Study

- Healthy Lifestyle
- Fitness
- Nutrition
- Injury Prevention/Care
- Anatomy
- Careers in Health
- Mental Health

21st Century Life and Careers

In today's global economy, students need to be lifelong learners who have the knowledge and skills to adapt to an evolving workplace and world. To address these demands, Standard 9, 21st Century Life and Careers, which includes the 12 Career Ready Practices, establishes clear guidelines for what students need to know and be able to do in order to be successful in their future careers and to achieve financial independence.

The 12 Career Ready Practices

These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.

9.1 Personal Financial Literacy

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

9.2 Career Awareness, Exploration, and Preparation

This standard outlines 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.

9.3 Career and Technical Education

Technology Integration

8.1 Educational Technology

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

8.2 Technology Education, Engineering, Design and Computational Thinking - Programming

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

ELA Integration

The Research Simulation Task requires students to analyze an informational topic through several articles or multimedia stimuli. Students read and respond to a series of questions and synthesize information from multiple sources in order to write an analytic essay.

Companion Standards - History, Social Studies, Science and Technical Subjects (6-8)

Healthy Lifestyle

Introduction:

Students will gain an understanding of the characteristics and traits associated with healthy lifestyle. Students will understand how nutrition, fitness and mental wellness all contribute to maintaining a healthy well-being. Students will gain an understanding of sustainable living and how to incorporate it into their lifestyle.

Big Ideas:

Students will gain an understanding of the characteristics of a healthy lifestyle.

Enduring Understandings:

- Knowledge of characteristics associated with a healthy lifestyle such as: smart nutrition choices, participating in a fitness routine and maintaining positive mental health
- Knowledge of sustainable living
- Understanding good decision making
- Understanding the proper way to use prescription and OTC medications
- Knowledge of herbal and medicinal supplements
- Knowledge of health products and service
- Understanding the use of steroids and signs of steroid and other performance enhancement abuse
- Knowledge of affordable health care

Essential Questions:

- Why is it important to participate in a fitness routine?
- Why is it important to maintain positive mental health?
- What is sustainable living?
- What goes into make a good decision?
- What is the difference between herbal and medicinal supplements?

Acquired Knowledge:

- Nutrition
- Fitness
- Wellness
- Mental wellness
- Sustainable living
- Organic
- Decision-making skills
- Supplements
- Health care
- Carbon footprint

Acquired Skills:

- Students can identify why smart nutrition choices are important to maintaining a healthy lifestyle.
- Students can identify the reasons why fitness is important to maintaining a healthy lifestyle.
- Students will recognize good decision-making skills and how to properly implement those skills.
- Students will recognize how to implement sustainable living into their everyday life and the impact of their carbon footprint.
- Students can identify the difference between OTC and prescription medications and the dangers associated with each.
- Students can identify the difference between herbal and medicinal supplements and the risk factors associated with each.

Assessments:

Formative assessments:

- Teacher lead discussion/question and answer
- Peer collaboration with checklist
- Cooperative activities (group assignments, group research projects)
- Written class work
- Student note taking
- Submission of class work in Google Classroom

Summative Assessment:

- Unit projects
- Unit Quizzes
- Unit Tests
- Final Exam

Benchmark Assessment:

- Wellness Midterm
- Wellness Final

Alternative Assessment:

- Daily Wellness Tasks – 10 minutes to start class: Mindfulness Monday , No Technology Tuesday, Yoga Wednesday, Thankful Thursday (students keep a weekly gratitude journal) , Friday Zen day.
- Behavior change outline (short term and long term wellness assessment, evaluation and implementation.
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- Sustainable energy project- Researching and presenting different types of sustainable energy as well the positives, negatives and real world practicality.
- Research fitness trends – Investigate the positive and negatives of "new" trendy diets as well as research the credible of the diet and the sources that were used for research.

Teacher Resources:

Core:

- https://www.footprintnetwork.org/our-work/climate-change/
- http://www.takepart.com/flashcards/what-is-a-carbon-footprint/index.html

Supplemental:

- https://greenliving.lovetoknow.com/Slideshow:Examples_of_Sustainable_Development
- https://www.myclimate.org/information/faq/faq-detail/detail/News/what-is-sustainability/

Technology Integration:

- Google classroom
- Laptops

Accommodations/Modifications:

- Rewording directions for individual students
- Restate directions
- Visual prompts
- Extended time
- Study/test guide
- Preferential seating
- Modified assignments
- Word bank
- Teacher provided notes

Enrichment and Extensions:

- Current events
- Cooperative activities with classmates

Core Content Standards:

2.2.12.B.1
Predict the short- and long-term consequences of good and poor decision-making on oneself, friends, family, and others.

2.1.12.E.1
Predict the short- and long-term consequences of unresolved conflicts.

2.2.12.B.1
Predict the short- and long-term consequences of good and poor decision-making on oneself, friends, family, and others.

2.2.12.B.2
Evaluate the impact of individual and family needs on the development of a personal wellness plan and address identified barriers.

2.2.12.C.2
Judge how individual or group adherence, or lack of adherence, to core ethical values impacts the local, state, national, and worldwide community.

2.2.12.E.1
Analyze a variety of health products and services based on cost, availability, accessibility, benefits, and accreditation.

2.2.12.E.2
Determine the effect of accessibility and affordability of healthcare on family, community, and global health.

2.3.12.A.1
Determine the potential risks and benefits of the use of new or experimental medicines and herbal and medicinal supplements.

2.3.12.A.3
Relate personal abuse of prescription and over-the-counter medicines to wellness.

9.3.12.AG-NR.3
Develop plans to ensure sustainable production and processing of natural resources.

Fitness

Introduction:

During the fitness unit students will develop an understanding of different fitness concepts, how each concept impacts overall wellness, and how to form and implement effective fitness plans into their daily lives.

Big Ideas:

At the completion of the course the students will have a comprehensive understanding of the importance of lifelong fitness as it pertains to achieving wellness, and will have the knowledge to implement appropriate or preferred fitness planning into their own lives.

Enduring Understandings:

- Understanding fitness plans.
- Knowledge of how to implement fitness plans.
- Understanding short and long term effects of various exercise concepts.
- Knowledge of basic weight training techniques.
- Understanding the importance of lifelong fitness.
- Knowledge of non traditional fitness activities.

Essential Questions:

- What are the short and long term effects of weight training on the human body?
- What are the short and long term effects of cardiovascular training on the human body?
- What are the short and long term effects of flexibility training on the human body?
- How does rest and recovery fit into a fitness program and how often should rest be incorporated into a fitness program
- What are lifelong fitness activities?
- How should a person properly fuel their body during various activities?
- How is a fitness plan created and implemented into a person’s daily life?
- How does a person develop an appropriate fitness plan based on their personal needs?
- How many basic weight training lifts are there and how are they performed?
- How does various heart rates impact exercise and what fuels are used by the body at these different ranges?

Acquired Knowledge:

- Weight training
- Low impact training
- Cardiovascular training
- Body Mass Index
- Body composition
- Heart rate zones
- Flexibility
- Fitness routines/group exercise programs
- HIIT
- Insanity
- P90X 6
- Yoga
- Pilates

Acquired Skills:

- Students will recognize various fitness routines and learn how to implement them to individual needs.
- Students will recognize the importance of executing weight training into fitness routines.
- Students will identify when to utilize low impact training methods.
- Students will identify their target heart rate zone for individualized fitness plans.
- Students will recognize the importance of maintaining flexibility.

Assessments:

Formative assessments:

- Teacher lead discussion/question and answer
- Peer collaboration with checklist
- Cooperative activities (group assignments, group research projects)
- Written class work
- Student note taking
- Submission of class work in Google Classroom

Summative assessment:

- Unit projects
- Unit Quizzes
- Unit Tests
- Final Exam

Benchmark Assessment:

- Wellness Midterm
- Wellness Final

Alternative Assessment:

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- Research fitness trends – Investigate the positive and negatives of "new" trendy diets as well as research the credible of the diet and the sources that were used for research.

Teacher Resources:

Core:

- https://www.verywellfit.com/what-is-cardiorespiratory-endurance-3495195
- https://www.verywellfit.com/flexibility-definition-and-examples-3496108

Supplemental:

- https://www.verywellfit.com/what-is-muscular-endurance-3120360
- https://www.verywellfit.com/how-to-increase-muscular-strength-3496121

Technology Integration:

- Google classroom
- Laptops

Accommodations/Modifications:

- Rewording directions for individual students
- Restate directions
- Visual prompts
- Extended time
- Study/test guide
- Preferential seating
- Modified assignments
- Word bank
- Teacher provided notes

Enrichment and Extensions:

- Current events in Fitness
- Cooperative activities with classmates
- Student designed fitness plans

Core Content Standards:

2.1.12.B.1
Determine the relationship of nutrition and physical activity to weight loss, weight gain, and weight maintenance.

2.1.12.C.1
Determine disease and health conditions that may occur during ones lifespan and identity prevention and treatment strategies.

2.1.12.C.2
Develop strategies that will impact local, state, national, and international public health efforts to prevent and control diseases and health conditions.

2.1.12.D.1
Determine the causes and outcomes of intentional and unintentional injuries in adolescents and young adults and propose prevention strategies.

Nutrition

Introduction:

Students will learn and understand the basic concepts associated with nutrition. The key points that students will emphasis during the units traits that are related to eating well, choosing healthy options, understanding food labels and portions.

Big Ideas:

Decisions/choices have a direct impact on lifestyle and quality of life
The use of decision making and critical thinking to make healthy choices
The relationship between good nutrition and mental well-being

Enduring Understandings:

- Knowledge of proper nutrition choices
- Understanding food labels associated with nutrition and caloric intake
  Understanding food labels associated with all natural, fat-free, gluten-free, non-gmo and organic
- Knowledge of diets and the difference between trend diets
- Understanding how what you eat can affect your mental health
- Understanding how food breakdowns when digested
- Knowledge of healthy meal options when dining out including healthy fast-food options
- Knowledge of healthy snack options
- Knowledge of healthy beverage options

Essential Questions:

- How do we determine what makes a food or beverage healthy?
- How do we practice health-enhancing behaviors?
- How do we properly read a nutrition label?
- How do we understand food labeling (organic, all natural, non-GMO, etc.)?
- How do we understand proper caloric intake for each body type/activity level?
- How do we understand the positives and negatives of various diets?
- How do we understand how to properly select food while dining out?
- How do we choose snacks that are healthy?

Acquired Knowledge:

- Calories
- Caloric intake
- Caloric output
- Food labels
- Gluten free
- Fat-free
- Non-GMO
- Organic
- All natural
- Healthy fast food options
- Trend diets
- Day Fix
- Weight Watchers
- Paleo diet
- Beach Body
- Vegetarian/vegan lifestyles

Assessments:

Formative assessments:

- Teacher lead discussion/question and answer
- Peer collaboration with checklist
- Cooperative activities (group assignments, group research projects)
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- Research fitness trends – Investigate the positive and negatives of "new" trendy diets as well as research the credible of the diet and the sources that were used for research.

Teacher Resources:

Core:

- https://www.medicinenet.com/what_is_the_definition_of_organic_food/views.htm

Supplemental:

- https://www.healthline.com/nutrition/how-to-lose-weight-as-fast-as-possible

Technology Integration:

- Google classroom
- Laptops

Accommodations/Modifications:

- Rewording directions for individual students
- Restate directions
- Visual prompts
- Extended time
- Study/test guide
- Preferential seating
- Modified assignments
- Word bank
- Teacher provided notes

Enrichment and Extensions:

- Current Events
- Cooperative activities with classmates

Core Content Standards:

2.1.12.B.1
Determine the relationship of nutrition and physical activity to weight loss, weight gain, and weight maintenance.
2.1.12.B.2
Compare and contrast the dietary trends and eating habits of adolescents and young adults in the United States and other countries.
2.1.12.B.3
Analyze the unique contributions of each nutrient class (fats, carbohydrates, protein, water, vitamins, and minerals) to one's health.

2.2.12.B.1
Predict the short- and long-term consequences of good and poor decision-making on oneself, friends, family, and others.
2.2.12.B.2
Evaluate the impact of individual and family needs on the development of a personal wellness plan and address identified barriers.
2.2.12.E.1
Analyze a variety of health products and services based on cost, availability, accessibility, benefits, and accreditation.
2.6.12.A.3
Determine the role of genetics, gender, age, nutrition, activity level, and exercise type on body composition.

Injury Prevention/Care

Introduction:

The injury prevention and care unit is unit designed to take a look at wellness from a sports medicine approach for students who are interested in fields such as athletic training, physical therapy, medicine, nurse, fitness, physiology of exercise, kinesiology, nutrition, EMT, and other sports medicine related fields. This course focuses on the basic information and skills important in the recognition of, care, prevention, and preliminary rehabilitation of athletic injuries. The course includes class work and hands on application.

Big Ideas:

At the completion of the course the students will have a comprehensive understanding of basic injury prevention and care through as it pertains to stretching, hydration, concussions, preventative taping, and identification of injury.

Enduring Understandings:

- Students will understand sports medicine is the care and prevention of athletic injuries
- Sports Medicine offers several different career paths
- Knowledge of common injuries of the Ankle, Knee and Shoulder
- Knowledge of basic anatomy (muscles and functions) help from rehabilitation programs and evaluates sports injuries
- Proper taping and or bracing helps performance
- Nutrition influences daily activity

Essential Questions:

- What are proper stretching techniques pre-exercise?
- What are proper stretching techniques post-exercise?
- What are effective techniques for hydration pre-exercise?
- What are effective techniques for hydration during exercise?
- What are effective techniques for hydration post-exercise?
- How can you determine the difference between chronic and acute injuries?
- How can you determine the difference between muscular and structural injuries?
- How is a concussion diagnosed?
- What are the treatments for a concussion?
- What is the 6 day protocol for returning to activity after a concussion?
- How do you perform different preventive taping techniques of joints.

Acquired Knowledge:

- Sprain
- Strain
- Muscle tear
- Contusion
- Break
- Fracture
- Stress fracture
- Tennis elbow
- Shin splints
- Athletic trainer
- Dynamic warm-ups
- Static stretches
- Proper warm-up
- Proper cool-down
- Concussion
- Taping vs. Braces
- Chronic
- Acute
- RICE
- Hydration

Acquired Skills:

- Students will identify the difference between a sprain and a strain.
- Students will identify the signs of a concussion and proper precautions.
- Students will recognize the importance of a proper warm-up and cool-down.
- Students will recognize the benefits of being adequately hydrated.
- Students will identify the difference between taping an injury and using a brace for an injury.
- Students will identify different minor and major injuries and the ways to properly treat such injuries.

Assessments

Formative assessments:

- Teacher lead discussion/question and answer
- Peer collaboration with checklist
- Cooperative activities (group assignments, group research projects)
- Written class work
- Student note taking
- Submission of class work in Google Classroom

Summative assessment:

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Benchmark Assessment

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Alternative Assessment

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Teacher Resources:

Core:

- https://www.sophe.org/focus-areas/injury-prevention/
- http://www.recognizetorecover.org/injury

Supplemental:

- https://www.dynatronics.com/blog/7-sports-injury-recovery-myths

Technology Integration:

- Google classroom
- Laptops

Accommodations/Modifications:

- Rewording directions for individual students
- Restate directions
- Visual prompts
- Extended time
- Study/test guide
- Preferential seating
- Modified assignments
- Word bank
- Teacher provided notes

Enrichment and Extensions:

- Current Events
- Cooperative activities with classmates
- Practice of taping and wrapping techniques.

Core Content Standards:

2.1.12.C.1
Determine diseases and health conditions that may occur during one's lifespan and identify prevention and treatment strategies.

2.1.12.C.2
Develop strategies that will impact local, state, national, and international public health efforts to prevent and control diseases and health conditions.

2.1.12.D.1
Determine the causes and outcomes of intentional and unintentional injuries in adolescents and young adults and propose prevention strategies.

2.5.12.A.1
Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities

2.1.12.D.6
Demonstrate first-aid procedures, including Basic Life Support and automatic external defibrillation, caring for head trauma, bone and joint emergencies, caring for cold and heat injuries, and responding to medical emergencies.

Anatomy

Introduction:

The Anatomy and Physiology unit is designed for students to examine the structures that make up the human body, and the way in which these structures function together to keep humans alive. Through lectures, mini labs, videos, and hands on projects students will familiarize themselves with the basic anatomy to gain a better understanding of how the body works.

Big Ideas:

At the completion of the anatomy unit students will have learned the basic makeup of the body and the structures/functions each system provides. When taken together students are provided a full view of what the body is capable of and the existing processes going on in it.

Enduring Understandings:

- Students will understand how anatomy and physiology affect each other
- Students will understand how anatomy and physiology compare and contrast to each other
- Knowledge of what types of bones make up the body and how their structure dictates their function
- Knowledge of the muscular system functions, locations, how and how disease and injury affects them
- Students will be able to explain how the digestive system works
- Knowledge of the immune system, and how it affects other body systems
- Students will learn the functions of the respiratory system, and how it connects with the cardiovascular system
- Knowledge of the integumentary system and what makes up each layer of skin.

Essential Questions:

- How do Anatomy and Physiology affect each other?
- How do Anatomy and Physiology compare/contrast to each other?
- How do we accurately describe locations of structures and directions as they relate to the body?
- What types of bones make up the body, and how does their structure dictate their function?
- How is bone formed, and how/why does it change throughout life?
- How do disorders/disease and injury affect the skeletal system?
- What are the functions of the muscular system?
- What is/are the structure, location and function of the 3 muscle types?
- How are the 3 muscle types similar and different?
- How does exercise affect your muscles?
- How does the muscular system work with the skeletal system?
- How do disease and injury affect the muscles?
- What are the functions of the digestive system?
- What is the pathway food takes through the tract?
- How is food broken down and nutrients absorbed?
- What are the changes that occur in the digestive system as one ages?
- How does the immune system perform its functions?
- What makes up the immune system?
- How is the nervous system divided/organized?
- How do disorders of the nervous system affect its function and the function of other systems?
- What are the functions of the respiratory system?
- How does the respiratory and cardiovascular system work together?
- What is the pathway of oxygen through the respiratory system?
- What are the names of the layers that make up the skin, and how does their structure allow them to function?
- What are the common disorders that affect the integumentary system, and what are treatments?

Acquired Knowledge:

- Anatomy
- Physiology
- Structure/function
- Bone
- Muscles
- Ligaments
- Tendons
- Digestive system
- Immune system
- Nervous system
- Respiratory system
- Integumentary system

Acquired Skills:

- Students will be able to identify the basic human anatomy and physiology.
- Students will recognize how the structure and function of the body create movement.
- Students will recognize the various bones, ligaments and tendons of the body.
- Students will be able to identify the path food takes in the digestive system and how the body breaks down the food.
- Students will recognize how the immune system plays an important role in maintaining overall wellness.
- Students will recognize how the nervous system plays a role in the rest of the body systems.
- Students will recognize how the respiratory system brings oxygen into the body.
- Students will identify how the integumentary system helps maintain wellness.

Assessments:

Formative assessments:

- Teacher lead discussion/question and answer
- Peer collaboration with checklist
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- Student note taking
- Submission of class work in Google Classroom

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Teacher Resources:

Core:

- https://kidshealth.org/en/kids/muscles.html
- https://www.merckmanuals.com/home/bone,-joint,-and-muscle-disorders/biology-of-the-musculoskeletal-system/muscles
- https://www.iofbonehealth.org/introduction-bone-biology-all-about-our-bones

Supplemental:

- https://www.medicalnewstoday.com/articles/320444.php#Structure
- https://www.livescience.com/22616-respiratory-system.html
- https://www.niddk.nih.gov/health-information/digestive-diseases/digestive-system-how-it-works

Technology Integration:

- Google classroom
- Laptops

Accommodations/Modifications:

- Rewording directions for individual students
- Restate directions
- Visual prompts
- Extended time
- Study/test guide
- Preferential seating
- Modified assignments
- Word bank
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Enrichment and Extensions:

- Current events
- Cooperative activities with classmates

Core Content Standards:

5.3.4.A.2
Compare and contrast structures that have similar functions in various organisms, and explain how those functions may be carried out by structures that have different physical appearances.

5.3.4.A.3
Describe the interactions of systems involved in carrying out everyday life activities.

2.1.2.A.2
Use correct terminology to identify body parts, and explain how body parts work together to support wellness.

2.1.4.A.2
Determine the relationship of personal health practices and behaviors on an individual's body systems.

2.6.12.A.3
Determine the role of genetics, gender, age, nutrition, activity level, and exercise type on body composition.

2.6.12.A.4
Compare and contrast the impact of health-related fitness components as a measure of fitness and health.

Careers in Health

Introduction:

Students will learn about the various careers associated with health and wellness. Such careers include; Nutritionist, Health and PE Teacher, Doctor, Nurse, Athletic Trainer, Physical Therapist, etc. Students will learn about various careers to prepare themselves for their future in a possible health related career.

Big Ideas:

Students will learn about different health related careers.

Enduring Understandings:

- Students will gain knowledge related to the various careers associated with the health field
- Understanding of requirements for each of the various careers

Essential Questions:

- What are different health related career options?
- How do you enter a health related career?
- What are different venues where health care professionals are employed?

Acquired Knowledge:

- Health and Physical Education teacher requirements
- Nutritionist
- Dietitians
- Registered nurse
- Physician assistant
- Physical therapist
- Doctor
- Athletic trainer
- College requirements
- Health-related venues

Acquired Skills:

- Students will be able to identify a variety of different options of careers that are health related.
- Students will be able to identify how to obtain a career in the health field.
- Students will be able to identify locations where health careers are located.
- Students will recognize the fields of study they will partake in at college.

Assessments:

Formative assessments:

- Teacher lead discussion/question and answer
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Teacher Resources:

Core:

- https://explorehealthcareers.org/

Supplemental:

- https://explorehealthcareers.org/career-explorer/types-health-careers/

Technology Integration:

- Google classroom
- Laptops

Accommodations/Modifications:

- Rewording directions for individual students
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Enrichment and Extensions:

- Current events
- Cooperative activities with classmates

Core Content Standards:

2.2.12.D.1
Plan and implement an advocacy strategy to stimulate action on a state, national, or global health issue, including but not limited to, organ/tissue donation.

9.2.12.C.1
Review career goals and determine steps necessary for attainment.

Mental Health

Introduction:

This course explores the perspectives of mental health from the past and present. Students are introduced to a variety of developmental stages, stresses, coping mechanisms and the complexity of communication. Students will focus on a variety of psychological disorders including personality disorders, anxiety disorders, mood disorders, substance abuse disorders, and dissociative disorders. Treatment remedies for each disorder will also be covered as well as what careers are associated in order to further understand the depth of services needed.

Big Ideas:

Students gain understanding of mental health and the perspectives both past and present. After the course students will be able to recognize signs of mental health illnesses and identify coping mechanisms.

Enduring Understandings:

- Knowledge of the aspects of mental health
- Understanding how life factors affect mental health
- Knowledge of signs and treatments for mental health illnesses
- Understanding coping mechanisms
- Understanding how to cope with stress and stress relieving techniques

Essential Questions:

- What does it mean to be mentally healthy?
- What factors in my life affect my mental health?
- What are signs of and treatment for depression?
- How can goal-setting strategies influence my mental health?
- What are strategies to prevent or minimize stress?
- What are some coping mechanisms that could be used to deal with depression?

Acquired Knowledge:

- Anxiety
- Stress
- Good stress
- Negative stress
- Mediation
- Mental health
- Depression
- Breathing techniques
- Post-traumatic stress disorders
- Bipolar disorder
- Self-esteem
- Body image
- Self- harming
- Goal-setting
- Problem-solving

Acquired Skills:

- Students will identify what creates anxiety and how to control it.
- Students will identify the different types of stress.
- Students will recognize signs of depression.
- Students will recognize stress-relieving techniques (i.e., breathing techniques, meditations).
- Students will identify how life factors can affect mental well-being.
- Students will identify how life events can cause stressors.
- Students will recognize positive body image and self-esteem.
- Students will recognize problem-solving skills.

Assessments:

Formative assessments:

- Teacher lead discussion/question and answer
- Peer collaboration with checklist
- Cooperative activities (group assignments, group research projects)
- Written class work
- Student note taking
- Submission of class work in Google Classroom

Summative assessment:

- Unit projects
- Unit Quizzes
- Unit Tests
- Final Exam

Benchmark Assessment:

- Wellness Midterm
- Wellness Final

Alternative Assessment:

- Daily Wellness Tasks – 10 minutes to start class: Mindfulness Monday, No Technology Tuesday, Yoga Wednesday, Thankful Thursday (students keep a weekly gratitude journal), Friday Zen day.
- Behavior change outline (short term and long term wellness assessment, evaluation and implementation.
- Carbon Foot project – examining personal carbon footprint on the world and how it affects the globally.
- Sustainable energy project- Researching and presenting different types of sustainable energy as well the positives, negatives and real world practicality.
- Research fitness trends – Investigate the positive and negatives of "new" trendy diets as well as research the credible of the diet and the sources that were used for research.

Teacher Resources:

Core:

- https://everfi.com/
- https://www.mentalhealth.gov/basics/what-is-mental-health

Supplemental:

- https://www.medicalnewstoday.com/articles/154543.php

Technology Integration:

- Google classroom
- Laptops

Accommodations/Modifications:

- Rewording directions for individual students
- Restate directions
- Visual prompts
- Extended time
- Study/test guide
- Preferential seating
- Modified assignments
- Word bank
- Teacher provided notes

Enrichment and Extensions:

- Current events
- Cooperative activities with classmates

Core Content Standards:

2.1.12.C.1
Determine diseases and health conditions that may occur during one's lifespan and identify prevention and treatment strategies.

2.1.12.C.2
Develop strategies that will impact local, state, national, and international public health efforts to prevent and control diseases and health conditions.

2.1.12.C.3
Determine the emotional, social, and financial impact of mental illness on the family, community, and state.

2.1.12.C.4
Relate advances in medicine and technology to the diagnosis and treatment of mental illness.

2.1.12.E.3
Examine how a family might cope with crisis or change and suggest ways to restore family balance and function.

2.1.12.E.4
Develop a personal stress management plan to improve/maintain wellness.

Sample Standards Integration

21st Century Skills & Career Readiness Practices

CRP1. Act as a responsible and contributing citizen and employee.

CRP4. Communicate clearly and effectively and with reason.

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

Example:

Peer collaboration and cooperative projects – Sustainability project where students research different energy sources such as wind, solar and water energy in groups. Students research alternate sources for energy, compare and contrast the different sources of energy and present to the class.

9.2 Career Awareness, Exploration, and Preparation

This standard outlines 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.

- 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
- 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.
- 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes

Example:
Dave Csillan athletic trainer at Ewing High school comes in to guest speak several time during the semester to discuss different topics such as: requirements to become an Athletic Trainer, on the job requirements and experiences. Mr. Csillan also comes in to discuss anatomy and injury prevention.

Technology Integration

8.1 Educational Technology
All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

8.1 Educational Technology: 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.
Strand A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
D. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
F: Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

Example:

Carbon Foot project –Students use the internet to research how much energy they personally use. Students then use Google docs, Google slides, and Google classroom to present their findings of their carbon footprint per day, per year, and over a life time. Students are also asked to research how to reduce their carbon footprint in several areas.

<u>Interdisciplinary Connection</u>

Standard

- **W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**

EXAMPLE:

Anatomy - Digestive System– peer collaboration research paper of how food is processed throughout the body, how energy and nutrients are absorbed and why we need to limit refined carbohydrates, processed foods and trans fats.