

Freshman Health

Content Area: **Health and Physical Education**
Course(s):
Time Period: **Marking Period 1**
Length: **9 weeks**
Status: **Published**

Course Pacing Guide

This pacing guide should include the vision and mission of the course. It will be the same for all units in your course.

The simpler, the better. Pacing guide flaws come when they are too constricting, so big ideas is best (Cobb, McClain, de Silva Lamberg, & Dean, 2003; Wiggins, Wiggins, & McTighe, 2005)

Model - remove/replace information in this table with information from your course --

Unit	MP/Trimester	Weeks
Obesity / Nutrition	1	1
Body Image	1	2
Mental Health	1	3
Substance Abuse	1	3

Unit Overview

Breast self-examination

Body Image - Learning about body image and discussing the effects of social media, peers, and parents on their self esteem and self worth. Negative body image may lead to eating disorders as we investigate anorexia nervosa, bulimia, and binge eating. Pressure to fit in based on body sizes for males increases the use of PEDs such as anabolic steroids.

Obesity-

Examine the effects of obesity on our teens and country as it effects their well being, life span, and costs to society. What are the main influencers of the sudden obesity epidemic in our nation such as sedentary lifestyles, technology, portion sizes, fast food. Learn about calories and nutritional labels and how to have a proper diet.

Mental Health-

Examine the role teen stress has on the body and mind and how its has increased dramatically with teens. The influences of social media, peers, parents, and school has had that contribute to their stress levels. Students will differentiate between different types of

depression as well as causes. Define suicide and its causations with signs and symptoms to look for and how to get someone help.

Bullying-

Differentiate between types of bullying including verbal, social, cyber, and physical. Students will examine and discuss the effects bullying has on a person's physical and mental well being. What does a bully target about another individual and how we can develop coping skills to become resilient to bullying.

Substance Abuse -

Investigate and discuss the effects of substance abuse on our youth as it effects their well being. The impacts on their brain, ability to function in society and their decision making through life. Take a more in depth look into the epidemic of the opioid crisis in our nation and the recent surge in vaping.

Enduring Understandings

Students will develop the working knowledge that decisions they make today as teenagers will have a significant impact on their future health both positively and negatively. Give students the tools necessary to be resilient and develop coping skills to have a beneficial quality of life.

Essential Questions

How does one develop a positive body image?

What are the main influencers of teen body image?

How does social media effect teenaged boys and girls self esteem?

What are the three main types of eating disorders?

How to differentiate between the different eating disorders?

What are the causes of childhood obesity?

What are the harmful effects of obesity on society?

How to choose a healthy diet and what are macronutrients?

What are the causes of teen stress?

How to develop a stress management plan?

How is mental health effected by bullying and what are different types of bullying?

What are the signs of teen depression and how might it lead into suicidal thoughts?

What are the different classifications of legal and illegal substances?

Why is there an epidemic of opioid abuse in our nation?

What are the adverse effects of vaping for a developing teen?

What are the chemicals in e-cigarettes?

What are the coping skills and refusal skills necessary to use against substance abuse and use.

New Jersey Student Learning Standards (No CCS)

HE.9-12.2.1.12.SSH.6	Analyze the benefits of abstinence from sexual activity using reliable resources.
HE.9-12.2.1.12.CHSS	Community Health Services and Support
HE.9-12.2.1.12.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).
HPE.2.1.12.A.1	Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness.
HPE.2.1.12.A.2	Debate the social and ethical implications of the availability and use of technology and medical advances to support wellness.
HPE.2.1.12.A.CS1	Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly.

HPE.2.1.12.B.1	Determine the relationship of nutrition and physical activity to weight loss, weight gain, and weight maintenance.
HPE.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.
HPE.2.1.12.B.3	Analyze the unique contributions of each nutrient class (fats, carbohydrates, protein, water, vitamins, and minerals) to one's health.
HPE.2.1.12.B.CS1	Applying basic nutritional and fitness concepts to lifestyle behaviors impacts wellness.
HPE.2.1.12.C.1	Determine diseases and health conditions that may occur during one's lifespan and identify prevention and treatment strategies.
HPE.2.1.12.C.3	Determine the emotional, social, and financial impact of mental illness on the family, community, and state.
HPE.2.1.12.D.1	Determine the causes and outcomes of intentional and unintentional injuries in adolescents and young adults and propose prevention strategies.
HPE.2.1.12.D.3	Analyze the relationship between alcohol and drug use and the incidence of motor vehicle crashes.
HPE.2.1.12.D.CS1	Evaluating the potential for injury prior to engaging in unhealthy/risky behaviors impacts choices.
HPE.2.1.12.E.2	Analyze how new technologies (i.e. social media) may positively or negatively impact the incidence of conflict or crisis.
HPE.2.1.12.E.4	Develop a personal stress management plan to improve/maintain wellness.
HPE.2.1.12.E.CS1	Respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture provide a foundation for the prevention and resolution of conflict.
HPE.2.1.12.E.CS2	Stress management skills impact an individual's ability to cope with different types of emotional situations.
HPE.2.3.12.A.3	Relate personal abuse of prescription and over-the-counter medicines to wellness.
HPE.2.3.12.A.CS1	Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective.
HPE.2.3.12.B.1	Compare and contrast the incidence and impact of commonly abused substances (such as tobacco, alcohol, marijuana, inhalants, anabolic steroids, and other drugs) on individuals and communities in the United States and other countries.
HPE.2.3.12.B.CS1	There are immediate and long-term consequences of risky behavior associated with substance abuse.
HPE.2.3.12.C.2	Analyze the effectiveness of various strategies that support an individual's ability to stop abusing drugs and remain drug-free.

Amistad Integration

N/A

Holocaust/Genocide Education

N/A

Interdisciplinary Connections

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

WL.7.1.IH.A.L.1.a

Analyze written and oral text.

SOC.9-12.1.3.1

Distinguish valid arguments from false arguments when interpreting current and historical events.

SOC.9-12.1.3.2

Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias.

Technology Standards

List specific standards that are relevant

No general statements

TECH.8.1.12

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.

TECH.8.1.12.A

Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.

TECH.8.1.12.A.CS1

Understand and use technology systems.

TECH.8.1.12.A.CS2

Select and use applications effectively and productively.

21st Century Themes/Careers

CAEP.9.2.12.C.4

Analyze how economic conditions and societal changes influence employment trends and future education.

Financial Literacy Integration

Instructional Strategies & Learning Activities

1. Instructional Strategies

- * Large Group Instruction
- * Partner learning
- * Student led instruction
- * Self guided instruction
- * Research development with technology

2. Learning Activities

- * Self Surveys
- * Read & Respond
- * Class Discussion
- * Current Events
- * Research Projects
- * Kahoots
- * Kinesthetic Classroom
- * Brainstorming

Differentiated Instruction

Examples may include:

- Curriculum Map
- Inquiry/Problem-Based Learning
- Learning preferences integration (visual, auditory, kinesthetic)
- Learning through play
- Relationship-Building & Team-Building
- Self-Directed Learning

- Debate
- Student Data Inventories
- Mastery Learning (feedback toward goal)
- Goal-Setting & Learning Contracts
- Game-Based Learning
- Grouping
- Rubrics
- Learning Through Workstations
- Concept Attainment
- Flipped Classroom
- Student Interest & Inventory Data

Formative Assessments

- * Homework
- * Daily Teacher observation of student feedback
- * Teacher assessment of student participation
- * Group participation
- * Self Assessment

Summative Assessment

- * Health Test
- * Health Quiz
- * Current Events
- * Research Project

Benchmark Assessments

- * Pretest

Alternate Assessments

- * Kahoot
- * Review Games
- * Kinesthetic Game

Resources & Technology

- * Google Classroom
- * Canvas
- * You Tube Videos
- * 1 on 1 Chromebook
- * Projector

<https://www.nationalbreastcancer.org/breast-self-exam>

BOE Approved Texts

N/A

Closure

Such as:

- Snowstorm - Students write down what they learned on a piece of scratch paper and wad it up. Given a signal, they throw their paper snowballs in the air. Then each learner picks up a nearby response and

reads it aloud.

- Parent Hotline - Give students an interesting question about the lesson without further discussion. Email their guardians the answer so that the topic can be discussed over dinner.
- DJ Summary - Learners write what they learned in the form of a favorite song. Offer to let one or two sing their summary.
- Gallery Walk - On chart paper, small groups of students write and draw what they learned. After the completed works are attached to the classroom walls, other students affix post-its to the posters to extend on the ideas, add questions.
- Sequence It - create timelines of major events discussed
- Low-Stakes Quizzes - Give a short quiz using technologies like Kahoot or a Google form.
- Have students write down three quiz questions (to ask at the beginning of the next class).
- Question Stems - Have students write questions about the lesson on cards, using [question stems framed around Bloom's Taxonomy](#). Have students exchange cards and answer the question they have acquired.
- Kids answer the following prompts: "What takeaways from the lesson will be important to know three years from now? Why?"
- Have students dramatize a real-life application of a skill.
- Ask a question. Give students ten seconds to confer with peers before you call on a random student to answer. Repeat.
- Have kids orally describe a concept, procedure, or skill in terms so simple that a child in first grade would get it.
- Direct kids to raise their hands if they can answer your questions. Classmates agree (thumbs up) or disagree (thumbs down) with the response.
- Have kids create a cheat sheet of information that would be useful for a quiz on the day's topic.
- Kids write notes to peers describing what they learned from them during class discussions.
- Ask students to summarize the main idea in under 60 seconds to another student acting as a well-known personality who works in your discipline. After summarizing, students should identify why the famous person might find the idea significant.
- Have students complete the following sentence: "The [concept, skill, word] is like _____ because _____."
- Ask students to write what they learned, and any lingering questions on an "exit ticket". Before they leave class, have them put their exit tickets in a folder or bin labeled either "Got It," "More Practice, Please," or "I Need Some Help!"
- After writing down the learning outcome, ask students to take a card, circle one of the following options, and return the card to you before they leave: "Stop (I'm totally confused. Go (I'm ready to move on.)" or "Proceed with caution (I could use some clarification on . . .)"

*Add to or remove any of these as you see fit.

ELL

Such as:

- Alternate Responses
- Advance Notes
- Extended Time
- Teacher Modeling

- Student Modeling

Special Education

List is not inclusive but may include examples such as:

- Shorten assignments to focus on mastery of key concepts.
- Shorten spelling tests to focus on mastering the most functional words.
- Specify and list exactly what the student will need to learn to pass.
- Evaluate the classroom structure against the student's needs (flexible structure, firm limits, etc.).
- Keep workspaces clear of unrelated materials.
- Keep the classroom quiet during intense learning times.
- Reduce visual distractions in the classroom (mobiles, etc.).
- Seat the student close to the teacher or a positive role model.
- Provide an unobstructed view of the chalkboard, teacher, movie screen, etc.
- Keep extra supplies of classroom materials (pencils, books) on hand.
- Maintain adequate space between desks.
- Number and sequence the steps in a task.
- Have student repeat the directions for a task.
- Provide visual aids.
- Go over directions orally.
- Permit as much time as needed to finish tests.
- Allow tests to be taken in a room with few distractions (e.g., the library).
- Divide tests into small sections of similar questions or problemsGrade spelling separately from content.
- Stand near the student when giving directions or presenting a lesson.
- Permit a student to rework missed problems for a better grade.
- Average grades out when assignments are reworked, or grade on corrected work.

504

Examples of accommodations in 504 plans include but are not limited to:

- preferential seating
- extended time on tests and assignments
- reduced homework or classwork
- verbal, visual, or technology aids
- modified textbooks or audio-video materials
- behavior management support
- adjusted class schedules or grading

- verbal testing
- excused lateness, absence, or missed classwork
- pre-approved nurse's office visits and accompaniment to visits
- occupational or physical therapy

At Risk

Examples may include:

- Have student restate information
- Provision of notes or outlines
- Concrete example
- No penalty for spelling errors or sloppy handwriting
- Follow a routine/schedule
- Teach time management skills
- Verbal and visual cues regarding directions and staying on task
- Adjusted assignment timelines
- Visual daily schedule
- Immediate feedback
- Pace long-term project
- Use de-escalating strategies
- Chart progress and maintain data

Gifted and Talented

Focus on effort and practice

Offer the Most Difficult First

Offer choice

Speak to Student Interests

Allow G/T students to work together

Encourage risk taking

