

Unit 1 Health 3 (2022)

Content Area: **Health & Physical Education**
Course(s): **Health I**
Time Period: **September**
Length: **1**
Status: **Published**

Unit Overview:

In Unit 1, students will develop an understanding that the decisions that they make in their junior year can greatly affect the outcome of their future. Students will learn how to create S.M.A.R.T goals that will become catalysts for their current and future successes. Students will explore the 8 Dimensions of Wellness while focusing specifically on Mental Wellness in Unit 1. This unit exposes students to what implicit bias is and how limited experiences can affect our perceptions of others. Mental Wellness is highlighted through addressing the stigma of mental health, suicide prevention, and managing every day stress. Students will understand the basics of the brain and how nutrition and drug use will affect mental wellness by identifying the various neurotransmitters and their roles in the brain. As mental health is an aspect that is crucial to talk about, Unit 1 lays the foundation of the significance of overall wellness for students and will assist in connecting mental wellness to physical wellness, which will be explored in Unit 2.

Essential Questions:

- What is a S.M.A.R.T goal and why is it important for students to identify their S.M.A.R.T goals as high school juniors?
- What is implicit bias?
- What are the 8 Dimensions of Wellness and how do they intertwine with one another?
- What is stigma?
- How prevalent is suicide in teenagers and how do we raise awareness to lower this rate?
- What are the two types of stress?
- What is a neurotransmitter and what are the various roles that they play within the brain?
- How does drug usage affect mental health?
- What are some ways that nutrition affects the brain?

Enduring Understandings:

- A S.M.A.R.T goal is a goal that is specific, measurable, attainable, relative, and timely. It is crucial that students apply their knowledge of S.M.A.R.T goals to reach their current and present aspirations in life.
- Having an implicit bias about someone or something in non-intentional attributes, beliefs, and stereotypes that can affect how we treat each other.
- The 8 Dimensions of Wellness are mental/emotional wellness, physical wellness, social wellness, intellectual wellness, occupational wellness, spiritual wellness, financial wellness, and environmental wellness. Each are connected to one another - if someone is struggling with their mental wellness, they are most likely then going to struggle physically, which may then affect their social wellness, and so on.

- Stigma involves negative attitudes/beliefs or discrimination against someone based on a distinguishing characteristic.
- Suicide is the third leading cause of death in teenagers. Suicide rates have tripled since the 1970s due to increase stress of teens. Much stress is attributed to that from social media, racial tensions, and other global issues that the class will explore.
- The two types of stress are eustress and distress. Eustress is positive stress that motivates, focuses one's energy, feels exciting, improves performance, and is within our coping abilities. Distress is negative stress that is anxiety inducing, energy depleting, negatively affects overall wellness, decreases performance, and is outside our coping abilities.
- Neurotransmitters are chemicals that allow neurons to communicate with each other through the body. Dopamine, oxytocin, serotonin, and endorphins are neurotransmitters that affect mental health.
- Drugs interfere with the way neurons send, receive, and process signals via neurotransmitters.
- Sugar and processed foods interfere with neurotransmitters, especially dopamine, which will affect mental health.

Standards/Indicators/Student Learning Objectives (SLOs):

HE.2.1.12	Personal and Mental Health
HE.9-12.2.1.12.EH	Emotional Health
HE.9-12.2.1.12.EH.1	Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.
HE.9-12.2.1.12.EH.2	Analyze factors that influence the emotional and social impact of mental health illness on the family.
HE.9-12.2.1.12.EH.3	Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness).
HE.9-12.2.1.12.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).
HE.9-12.2.1.12.PGD	Personal Growth and Development
HE.9-12.2.1.12.PGD.2	Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood.
HE.9-12.2.1.12.SSH	Social and Sexual Health
HE.9-12.2.1.12.SSH.1	Analyze the influences of peers, family, media, social norms and culture on the expression of gender, sexual orientation, and identity.
HE.9-12.2.1.12.CHSS	Community Health Services and Support
HE.9-12.2.1.12.CHSS.1	Analyze the opportunities available at home, in school, and in the community to support the mental health of oneself or an individual.
HE.9-12.2.1.12.CHSS.6	Evaluate the validity of health information, resources, services, in school, home and in the community.
HE.9-12.2.1.12.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.
HE.9-12.2.1.12.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.

HE.9-12.2.3.12.ATD	Alcohol, Tobacco and other Drugs
HE.9-12.2.3.12.ATD.1	Examine the influences of drug use and misuse on an individual's social, emotional and mental wellness.
HE.9-12.2.3.12.HCDM.6	<p>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).</p> <p>Long-term and short-term consequences of risky behavior associated with substance use and abuse can be damaging physically, emotionally, socially, and financially to oneself, family members and others.</p> <p>How individuals feel about themselves, their identity, and sexual orientation can be positively or negatively impacted by a wide variety of factors.</p> <p>Local, state, and global advocacy organizations provide accurate and reliable resources and strategies designed to address common health and social issues.</p> <p>Self-confidence, personal traits, stress, limitations, and strengths impact the mental and emotional development of an individual.</p> <p>Mental health conditions affect individuals, family members, and communities.</p> <p>The decisions one makes can influence an individual's growth and development in all dimensions of wellness.</p>

Lesson Titles:

- S.M.A.R.T. Goals
- Implicit Bias and Limited Experiences
- Build a Life - Suicide Lesson
- Stigma - Identifying and Ending it
- 2 Types of Stress - One good, one bad
- Kevin Hines Story - Golden Gate Bridge Jumper Survivor
- Mental Illness Project
- Neurotransmitters in the Brain
- How do drugs affect our mental wellness?
- Nutrition's Effect on Mental Wellness

Career Readiness, Life Literacies, & Key Skills:

WRK.9.2.12.CAP	Career Awareness and Planning
WRK.9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
WRK.9.2.12.CAP.5	<p>Assess and modify a personal plan to support current interests and post-secondary plans.</p> <p>Career planning requires purposeful planning based on research, self-knowledge, and informed choices.</p>

Inter-Disciplinary Connections:

LA.RI.11-12	Reading Informational Text
	Key Ideas and Details
LA.RI.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.W.11-12	Writing
LA.W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
LA.W.11-12.2.B	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
	Research to Build and Present Knowledge
LA.W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
	Comprehension and Collaboration
LA.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LA.SL.11-12.1.A	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
SOC.6.1.16	Contemporary United States: Interconnected Global Society (1970–Today)
	To better understand the historical perspective, one must consider historical context.
SOC.6.1.12.HistoryUP.16.a	Analyze the impact of American culture on other world cultures and determine the impact of social media on the dissemination of American culture.
	Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.
	Complex interacting factors influence people's perspective
SOC.6.2.12.HistoryUP.4.b	Report on the influence of war, economic depression, and genocide on the arts, cultural values, and social ideas.

Equity Considerations

Amistad Mandate

Topic: Implicit Biases and Microaggressions

Materials Used:

- [file:///C:/Users/Owner/Downloads/Examples%20of%20Microaggressions%20\(1\).pdf](file:///C:/Users/Owner/Downloads/Examples%20of%20Microaggressions%20(1).pdf)
- <file:///C:/Users/Owner/Downloads/Implicit%20Bias%20-%20Kirwin%20Institute.pdf>

- <file:///C:/Users/Owner/Downloads/INTERRUPTING%20MICROAGGRESSIONS.pdf>

Addresses the Following Component of the Mandate: Perceiving others through implicit biases and microaggressions play a huge role in the mental health of others as these negative attitudes hurt others and repeat historical ideals that traces back to slavery in America.

- Slavery in America

Holocaust Mandate

Topic: Implicit Biases and Microaggressions

Materials Used:

- [file:///C:/Users/Owner/Downloads/Examples%20of%20Microaggressions%20\(1\).pdf](file:///C:/Users/Owner/Downloads/Examples%20of%20Microaggressions%20(1).pdf)
- <file:///C:/Users/Owner/Downloads/Implicit%20Bias%20-%20Kirwin%20Institute.pdf>
- <file:///C:/Users/Owner/Downloads/INTERRUPTING%20MICROAGGRESSIONS.pdf>

Addresses the Following Component of the Mandate: Perceiving others through implicit biases and microaggressions play a huge role in the mental health of others as these negative attitudes hurt others and repeat historical ideals that traces back to all types of bigotry worldwide as well as the current racial tension specifically in America.

- Bias
- Bigotry
- Bullying
- Prejudice

LGBTQ and Disabilities Mandate

Topic (Person and Contribution Addresses): Resources for LGBTQ+ Teenagers When Talking about Suicide

Materials Used: The Trevor Project - <https://www.thetrevorproject.org/resources/article/resources-for-international-lgbtq-youth/>

[2022 National Survey on LGBTQ Youth Mental Health](#)

Addresses the Following Component of the Mandate: [The Trevor Project is the world's largest suicide prevention and crisis intervention organization for LGBTQ \(lesbian, gay, bisexual, transgender, queer, and questioning\) young people.](#)

- Social

Climate Change

Topic: How Climate Change Affects Mental Health

Materials: <https://www.who.int/news/item/03-06-2022-why-mental-health-is-a-priority-for-action-on-climate-change>

Asian American Pacific Islander Mandate

Topic (Person and Contribution Addresses): Mental Health in Asian Pacific Americans Adolescents

Materials Used: <https://www.jyi.org/blog/2021/2/17/anxiety-in-asian-american-adolescents>

Addresses the Following Component of the Mandate: Asian American Adolescents suffer from mental health issues at a larger scale, specifically dealing with anxiety.

- Social

Alternative Assessment

Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolio

Summative Assessment:

- Benchmark
- Mental Health Project
- Unit Assessment

Resources & Materials:

- Character Strong
- Kevin Hines Story Documentary
- Myth vs. Fact Handout
- Online Resources from WHO, CDC, Trevor Project
- Personal whiteboards for each student

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK:

- Analyzing Historical Trends
- Connecting Mental Illness with all other seven D.O.W
- Creating PSA to End the Stigma of Mental Health
- Guided Discussions
- Identify Patterns of Mental Illness
- Researching and Presenting Specific Mental Illnesses

Benchmark Assessment

Writing prompt

Skills based assessment

Reading response

Formative Assessment:

- Anticipatory Set
- Closure
- Do Now

- Exit Ticket
- Warm-Up

Modifications

ELL Modifications:

- Choice of test format (multiple-choice, essay, true-false)
- Continue practicing vocabulary
- Provide study guides prior to tests
- Read directions to the student
- Read test passages aloud (for comprehension assessment)
- Vary test formats

IEP & 504 Modifications:

*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.

Possible Modifications/Accommodations: (See listed items below):

- Allow for redos/retakes
- Assign fewer problems at one time (e.g., assign only odds or evens)
- Differentiated center-based small group instruction
- Extra time on assessments
- Highlight key directions
- If a manipulative is used during instruction, allow its use on a test
- Opportunities for cooperative partner work
- Provide reteach pages if necessary
- Provide several ways to solve a problem if possible
- Provide visual aids and anchor charts
- Test in alternative site
- Tiered lessons and assignments
- Use of a graphic organizer
- Use of concrete materials and objects (manipulatives)
- Use of word processor

G&T Modifications:

- Alternate assignments/enrichment assignments
- Enrichment projects
- Extension activities
- Higher-level cooperative learning activities
- Pairing direct instruction with coaching to promote self-directed learning
- Provide higher-order questioning and discussion opportunities
- Tiered assignments
- Tiered centers

At Risk Modifications

The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. In addition, the following may be considered:

- Additional time for assignments
- Adjusted assignment timelines
- Agenda book and checklists
- Answers to be dictated
- Assistance in maintaining uncluttered space
- Concrete examples
- Extra visual and verbal cues and prompts
- Follow a routine/schedule
- Graphic organizers
- Have students restate information
- No penalty for spelling errors or sloppy handwriting
- Peer or scribe note-taking
- Personalized examples
- Preferential seating
- Provision of notes or outlines
- Reduction of distractions
- Review of directions
- Review sessions
- Space for movement or breaks
- Support auditory presentations with visuals
- Teach time management skills
- Use of a study carrel
- Use of mnemonics

- Varied reinforcement procedures
- Work in progress check

Technology Materials and Standards

- AnswerGarden
- Character Strong
- Google Classroom
- Google Slides, Forms, Docs
- Jamboard
- Pear Deck

Computer Science and Design Thinking Standards

CS.9-12.8.2.12.ITH.3

Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

Changes caused by the introduction and use of a new technology can range from gradual to rapid and from subtle to obvious, and can change over time. These changes may vary from society to society as a result of differences in a society's economy, politics, and culture.

Decisions to develop new technology are driven by societal and cultural opinions and demands that differ from culture to culture.