

Unit 2 Health 3 (2022)

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

Unit Overview:

Following Unit 1, which primarily focused on mental health, Unit 2 will be exploring the multiple factors that affect physical wellness. Students will have an understanding of the direct correlation between mental and physical wellness, along with the six other dimensions of wellness. Students will dive into the dangers of many different substances including nicotine, marijuana, and alcohol, while highlighting the effect those substances have on the body, while referencing back to Unit 1 in which they learned their effect on the brain. When speaking on the many substances teenagers abuse today, students will be able to define consumer health and analyze various false advertisements that aid in the development of addictions of various substances as well as aiding in the financial burden (financial wellness) from purchasing these substances. Students will also be exposed to the dangers of unhealthy eating and the effect that poor nutrition will have on their physical health. Unit 2 will provide students with the basics of nutrition to assist students in making healthy decisions when eating that will support the body's needs.

Essential Questions:

- What is physical wellness? How does mental wellness directly affect physical wellness?
- What are the dangers of vaping and other tobacco products?
- What are the dangers of marijuana?
- What are the dangers of alcohol and the physical effects it has on the body?
- What is consumer health and what are the many ways that companies market their products unethically?
- How is healthy financial wellness achieved?
- What types of foods in our diet hinder nutrition by not supplying the body with the nutrients it needs?

Enduring Understandings:

- Physical listening to and taking care of your body by providing the body with optimal sleep, proper nutrition, and sufficient physical activity every day. If someone is struggling with their mental health, they may not feel motivated to workout, eat healthy, or they may not be getting enough sleep, resulting in their physical wellness deteriorating.
- We do not know the long-term effects of vaping, as the first vaping devices came out in 2007. The FDA just banned the selling of all vape devices in 2022 to decrease the addictions that many teenagers have developed due to the high amounts of nicotine in them.
- Marijuana can affect a person's ability to drive and go about other daily activities - the body's processes are slowed down.
- Teenage alcohol use negatively affects the brain, heart, liver, and the pancreas, causing destruction to the body.

- When advertising is littered with words like ‘nutritious’, ‘healthy’ and ‘goodness’ – even when they’re not – we’re drawn in to the illusion that we’re making better choices. Knowing the products that we are buying and understanding what they do to/for our bodies is consumer health.
- Financial Wellness is achieved by making a plan that requires budgeting, considering ones S.M.A.R.T. goals, and making the right financial decisions.
- Sugars and processed foods are a huge part of the American diet that do not provide the body with the nutrients it needs for optimal physical wellness.

Standards/Indicators/Student Learning Objectives (SLOs):

HE.2.2.12	Physical Wellness
HE.9-12.2.1.12.PGD	Personal Growth and Development
HE.9-12.2.1.12.CHSS	Community Health Services and Support
HE.9-12.2.1.12.CHSS.2	Develop an advocacy plan for a health issue and share this information with others who can benefit.
HE.9-12.2.1.12.CHSS.6	Evaluate the validity of health information, resources, services, in school, home and in the community.
HE.9-12.2.2.12.N	Nutrition
HE.9-12.2.2.12.N.1	Compare and contrast the nutritional trends, eating habits, body image, and the impact of marketing foods on adolescents and young adults nationally and worldwide.
HE.9-12.2.2.12.N.2	Determine the relationship of nutrition and physical activity to weight loss, gain, and maintenance.
HE.9-12.2.2.12.N.3	Analyze the unique contributions of each nutrient class (e.g., fats, carbohydrates, protein, water, vitamins, minerals) to one’s health and fitness.
HE.9-12.2.2.12.LF.6	Implement a financial plan for participation in physical activity in the community for self and family members.
HE.9-12.2.2.12.PF	Physical Fitness
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.ATD.2	Compare and contrast the incidence and impact of commonly abused substances on individuals and communities in the United States and other countries (e.g., tobacco, e-cigarettes, vaping products, alcohol, marijuana products, inhalants, anabolic steroids, other drugs).
HE.9-12.2.3.12.ATD.3	Explore the relationship between individuals who abuse alcohol, tobacco, and other drugs with an increase in intentional and unintentional health-risk behaviors.
HE.9-12.2.3.12.DSDT	Dependency, Substances Disorder and Treatment
HE.9-12.2.3.12.DSDT.1	Correlate duration of drug use and abuse to the incidence of drug-related deaths, injuries, illness, and academic performance.
HE.9-12.2.3.12.DSDT.3	Examine the drug laws, and regulations of the State of New Jersey, other states and the affects; healthy and unhealthy on individuals, families, schools, and communities (e.g., vaping products, e-cigarettes, cannabis and CBD products, opioids).
HE.9-12.2.3.12.DSDT.4	Utilize peer support and societal norms to formulate a health-enhancing message to

HE.9-12.2.3.12.DSDT.5

remain drug free.

Evaluate the effectiveness of various strategies and skills that support an individual's ability to stop misusing and abusing drugs and remain drug free (counseling, peer coaching, professional peer support group, and family counseling and support).

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.

Healthy individuals demonstrate the ability to identify who, when where and/or how to seek help for oneself or others.

The balance of food intake and exercise is a vitally important component of nutritional wellness, and is tempered by factors like age, culture, lifestyle, and family history.

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

The decisions one makes can influence an individual's growth and development in all dimensions of wellness.

Substance abuse, dependency, and substance disorder treatment facilities and treatment methods require long-term or repeated care for recovery.

Affordability and accessibility of health care impacts the prevention, early detection, and treatment of health conditions.

Alcohol and drug dependency can impact the social, emotional, and financial well-being of individuals, families, and communities.

Lesson Titles:

- Importance in Decision Making
- Rope Activity
- The Effects of Drug Abuse Relating to Physical Wellness
- History of Vaping/Tobacco Use
- Financial Wellness
- Environmental Wellness
- Consumer Health/ False Advertising
- Nutrition's Role in the Body

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

Assess and modify a personal plan to support current interests and post-secondary plans.

Career planning requires purposeful planning based on research, self-knowledge, and informed choices.

Inter-Disciplinary Connections:

Key Ideas and Details

LA.RI.11-12

Reading Informational Text

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.

LA.W.11-12.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

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)

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.

Equity Considerations

Amistad Mandate

Topic:

Materials Used:

Addresses the Following Component of the Mandate:

- African Slave Trade
- Amistad
- Contributions of African Americans to our Society
- Slavery in America

- Vestiges of Slavery in this Country

Holocaust Mandate

Topic: Jewish Athletes Affected by Anti-Semitism in Holocaust Era

Materials Used: https://www.ushmm.org/exhibition/olympics/?content=jewish_athletes_more&lang=en

Addresses the Following Component of the Mandate: During the Olympic Games of the 1930's and 40's, Jewish athletes were unable to participate in events due to their race and religion.

- Bias
- Bigotry
- Bullying
- Holocaust Studies
- Prejudice

LGBTQ and Disabilities Mandate

Topic (Person and Contribution Addresses): Teenagers with Physical Disabilities Struggle with Both Physical and Mental Wellness

Materials Used: <https://raisingchildren.net.au/disability/mental-health-physical-health/depression/depression-teens-with-disability>

Addresses the Following Component of the Mandate: Many teenagers with chronic physical disabilities struggle with their physical health, therefore struggling with their mental health as well. This resource provides support and acknowledges how to help teenagers experiencing this to increase both their physical and mental wellness.

- Social

Climate Change

Topic: How Climate Change Affects Physical Health

Materials: <https://www.youtube.com/watch?v=eZiiPEqSiM&t=92s>

Asian American Pacific Islander Mandate

Topic (Person and Contribution Addresses): Drug Use Among Asian American Pacific Islanders

Materials Used: https://www.samhsa.gov/data/sites/default/files/reports/rpt31100/2019NSDUH-NHOPI/Asian_NHOPI.pdf

Addresses the Following Component of the Mandate: Government statistics regarding drug use within the Asian American Pacific Islander population show certain trends to analyze.

- Economic
- Political
- Social

Alternative Assessment

Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolio

Benchmark Assessment

Writing prompt

Skills based assessment

Reading response

Summative Assessment:

- Benchmark
- Unit Assessment

Resources & Materials:

- Character Strong
- EVERFI
- Food Items to analyze
- Materials for Rope Activity - Individual Ropes for every student
- Online Resources
- Personal whiteboards for each student

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

- Analyzing Historical Trends
- Bomb
- Cause and Effect of Substance Abuse
- Debate Legal Marijuana Use
- Develop a Logical Argument on how the 8 Dimensions of Wellness Connect
- Develop Personal Financial Plan
- Develop Strategies to Combat Vaping
- Guided Discussions
- Play Spent Financial Simulation Activity
- Rope Activity

Formative Assessment:

- Answer Questions Verbally in Groups
- Anticipatory Set
- Closure
- Do Now
- Exit Ticket
- Group Presentations
- Rope Activity Reflection
- 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
- EVERFI
- Google Classroom
- Google Slides, Forms, Docs
- JamBoard
- Kahoot
- PearDeck

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.