## **Health Curriculum Map**

## Mr.Farooq

UNIT TITLE & ESSENTIAL QUESTION	UNIT TIMELINE	UNIT CONTENT & SKILLS	CORE TEXTS & MATERIALS	FORMATIVE & SUMMATIVE ASSESSMENTS	CSRE ALIGNMENT	NEXT GENERATION/ CORE CONTENT STANDARDS
Mental/Emotional Health  This unit deals with the many aspects of a person's mental health. Students will be looking into topics such as; self-esteem, Maslow's Hierarchy of Needs, personality, stress, suicide, loss and coping, and mental health disorders.  EQ:  Why is having good mental health important and how can health affect the other parts of your health?	6 Weeks	· Students will be able to explain how a person's mental health has an impact on all other aspects of their health. · Students will be able to have a class discussion about how stress affects a person's life. · Students will be able to explain how self-esteem will affect an individual's outlook as well as their life. · Students will be able to understand the importance of suicide prevention and discuss ways to help someone. · Students will be able to research and present information on a specific mental health disorder.	· Interactive SmartBoard · PowerPoint · Computer lab · Google Docs · www.nimh.nih.go v/health/topics/ · www.webmd.co m/mental-health / · http://www.simpl ypsychology.org/ maslow.html · www.mayoclinic. org/ · Suicide Prevention Video  Suicide Video  Health Smart Curriculum  Lipscomb, L., Swanson, J., & West, A. (n.d.). Scaffolding Emerging Perspectives on Learning, Teaching and Technology. Retrieved May 13, 2014, from	Students will be having class discussions throughout this unit dealing with the many central ideas.  Students will be creating individual presentations on a specific mental health disorder using the rubric given. They will then present their findings to the rest of the class.  Students will have various worksheets throughout the unit.  Summative:  Students will have an end of the unit exam.	Principle 1 – Creating a Welcoming and Affirming Environment In this unit, students will Respectfully, and with care, engage in difficult conversations, particularly those that challenge power and privilege in our society. Express respectful agreement or disagreement with opinions, validating the knowledge of peers, or challenging their viewpoints in constructive ways. Acknowledge and try to incorporate the ideas of peers respectfully, recognizing that other students may have vastly different perspectives, experiences, strengths, needs, and opinions. Take risks and view mistakes as opportunities to grow academically and emotionally.  Principle 2 – Fostering High Expectations and Rigorous Instruction In this unit, students will	Standard 1: Personal Health and Fitness Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health  Standard 2: A Safe and Healthy Environment. Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment  Standard 3: Resource Management. Students will understand and be able to manage their personal and community resources

http://epltt.coe.uga.edu/i Draw upon your past ndex. learning, prior php?title=Scaffolding&prin experiences, and the tabl e=yes&printable=yes richness of your cultural Levykh, M. G. (2008). THE background to make AFFECTIVE meaning of new concepts **ESTABLISHMENT AND** and apply learning on an MAINTENANCE OF ongoing basis. VYGOTSKY'S ZONE OF Work cooperatively PROXIMAL DEVELOPMENT. toward goals and hold each other accountable in Educational Theory, 58(1), 83-101. Formative and supportive ways. **Summative Assessments** Advocate for varied ways 5.3.4Respect, tolerance of learning (i.e. and conflict resolution project-based learning, 5.4.1, 5.4.3 Conflict presentations, station resolution process 5.4.2 work, small Game official decision group work) that 5.4.4 Cooperative and accommodate the diverse productive group learning styles and interests of those in the processes 5.5.1 Group goals 5.5.2 Strengths of class each individual 5.5.3 community. Individuals with lesser or greater needs 5.5.4 Principle 3 – Identifying Settings to ensure safety **Inclusive Curriculum and** 5.6.1 Preventing injuries Assessment 5.6.2, 5.6.3 Why is it In this unit, students important to have will... **Experience multiple** positions in the game of football? perspectives on a topic www.pecentral.org and be afforded the http://www.chs.fuhsd.org opportunity to draw your https://www.fsd1.org conclusions on that topic. Generate ideas about people or concepts that peers may like to learn about and share these ideas with your teachers and school leaders. Connect in-school learning with the world outside the classroom. Collaborate peers to engage in meaningful long-term projects,

	6 weeks			•Students will be having	project-based learning activities, and field visits that allow all students to demonstrate their knowledge and growth over time and align to the varied learning styles and interests of those in the class community. Collaborate peers to demonstrate their knowledge and growth over time and align to the varied learning styles and interests of those in the class community. Principle 1 – Creating a	Standard 1: Personal
Nutrition  This unit focuses on how to obtain and keep a healthy diet. Students will learn why getting a balance of the essential nutrients is important. They will also be looking at dietary guidelines set in place by the government, as well as MyPlate. Students will study how to read a food label and how that skill is helpful.	b weeks	Students will be able to explain the relationship between nutrition, quality of life, and disease. Students will be able to evaluate various influences on food choices. Students will be able to explain the immediate and long-term benefits of	· Interactive Projector  · PowerPoint  · Computer lab  · Google Docs  · http://www.choosem yplate.gov/  · http://www.readwrit ethink.org/  · New Clip on Obesity	class discussions throughout this unit dealing with the many central ideas. •Students will be creating individual presentations on one of the six essential nutrients using the rubric given. They will then present their findings to the rest of the class. •Students will be researching the food groups and dietary guidelines; they will hand in their findings.  Summative: •Students will have an end of the unit exam.	Welcoming and Affirming Environment In this unit, students will Respectfully, and with care, engage in difficult conversations, particularly those that challenge power and privilege in our society. Express respectful agreement or disagreement or disagreement with opinions, validating the knowledge of peers, or challenging their viewpoints in constructive ways. Acknowledge and try to incorporate the ideas of	Health and Fitness Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health  Standard 2: A Safe and Healthy Environment. Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment  Standard 3: Resource Management. Students will understand and be able to manage their personal and
EQ: What influences a person's food choices?		nutrition on body systems. Students will be able to describe the functions of the six basic	Our Oversized Kids  Health Smart Curriculum  Lipscomb, L., Swanson, J., & West, A. (n.d.).		peers respectfully, recognizing that other students may have vastly different perspectives, experiences, strengths, needs, and opinions.	their personal and community resources

nutrients in maintaining health. Students will be able to demonstrate knowledge of nutrients in a variety of foods. Students will be able to analyze the relationship between good nutrition and disease prevention. Students will be able to evaluate the concepts of balance, variety, and moderation, using MyPlate and the national dietary guidelines. Students will be able to examine the effects of healthful eating behaviors on body systems. Students will be

Students will be able to utilize the information on food labels.

Scaffolding. - Emerging Perspectives on Learning, Teaching and Technology. Retrieved May 13, 2014, from http://epltt.coe.uga.edu/i php?title=Scaffolding&prin tabl e=yes&printable=yes Levykh, M. G. (2008). THE **AFFECTIVE ESTABLISHMENT AND** MAINTENANCE OF VYGOTSKY'S ZONE OF PROXIMAL DEVELOPMENT. Educational Theory, 58(1), 83-101. Formative and **Summative Assessments** 5.3.4Respect, tolerance and conflict resolution 5.4.1, 5.4.3 Conflict resolution process 5.4.2 Game official decision 5.4.4 Cooperative and productive group processes 5.5.1 Group goals 5.5.2 Strengths of each individual 5.5.3 Individuals with lesser or greater needs 5.5.4 Settings to ensure safety 5.6.1 Preventing injuries 5.6.2, 5.6.3 Why is it important to have positions in the game of football? www.pecentral.org http://www.chs.fuhsd.org https://www.fsd1.org

Take risks and view mistakes as opportunities to grow academically and emotionally.

Principle 2 – Fostering
High Expectations and
Rigorous Instruction
In this unit, students
will...
Draw upon your past
learning, prior
experiences, and the

learning, prior
experiences, and the
richness of your cultural
background to make
meaning of new concepts
and apply learning on an
ongoing basis.
Work cooperatively

toward goals and hold each other accountable in supportive ways.
Advocate for varied ways of learning (i.e. project-based learning, presentations, station work, small group work) that accommodate the diverse learning styles and interests of those in the class community.

Principle 3 – Identifying Inclusive Curriculum and Assessment In this unit, students will...

Experience multiple perspectives on a topic and be afforded the opportunity to draw your own conclusions on that topic. Generate ideas about people or concepts that

peers may like to learn

					about and share these ideas with your teachers and school leaders. Connect in-school learning with the world outside the classroom. Collaborate peers to engage in meaningful long-term projects, project-based learning activities, and field visits that allow all students to demonstrate their knowledge and growth over time and	
					align to the varied learning styles and interests of those in the class community. Collaborate peers to demonstrate their knowledge and growth over time and align to the varied learning styles and interests of those in the class community.	
Alcohol, Tobacco, and Other Drug-Use Prevention	6 weeks	· Students will be able to describe the harmful substances contained in tobacco and in tobacco smoke.	<ul> <li>Interactive</li> <li>SmartBoard</li> <li>PowerPoint</li> <li>Computer lab</li> <li>Google Docs</li> </ul>	· Students will be creating lessons from the book to teach to the class on their respective	Principle 1 – Creating a Welcoming and Affirming Environment In this unit, students will Respectfully, and with care, engage in difficult	Standard 1: Personal Health and Fitness Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in
Examines the dangers of using tobacco in any form. It also discusses the risks and rights of nonsmokers and provides strategies for quitting tobacco use. This unit also discusses the risks alcohol poses to all three aspects of the health triangle. It		· Students will be able to explain the harmful effects of tobacco use on the body systems. · Students will be able to analyze the physical, mental, social, and legal consequences of tobacco use. · Students will be able to develop strategies	· Google Docs · www.nimh.nih.go v/health/topics/ · www.webmd.co m/mental-health / · http://www.simpl	parts of the tobacco and alcohol chapters.  Students will be doing internet research on different aspects of tobacco and alcohol and having a class discussion regarding their answers.	conversations, particularly those that challenge power and privilege in our society. Express respectful agreement or disagreement with opinions, validating the knowledge of peers, or challenging their viewpoints in constructive ways.	physical activity, and maintain personal health  Standard 2: A Safe and Healthy Environment. Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment  Standard 3: Resource Management.

helps students	for preventing the use	ypsychology.org/	Summative:	Acknowledge and try to	Students will understand
identify and practice	of tobacco products.			incorporate the ideas of	and be able to manage
useful strategies for		<u>maslow.html</u>		peers respectfully,	their personal and
refusing alcohol.	·Students will be able	·	Students will have an end	recognizing that other	community resources
	to analyze the harmful	www.mayoclinic.	of unit take-home exam.	students	
EQ:	effects of tobacco on	org/		may have vastly different	
	the health of fetuses,			perspectives, experiences,	
What are the	infants, and young	<u>Suicide</u>		strengths, needs, and	
consequences of	children.	<u>Prevention Video</u>		opinions.	
underage tobacco,		Suicide Video		Take risks and view	
alcohol, and drug use?	· Students will be able	<u>Suicide video</u>		mistakes as opportunities	
	to relate the nation's	- <del>-</del>		to grow academically and	
	health goals and	•Teens & Alcohol		emotionally.	
	objectives for reducing	(Statistics)			
	tobacco-related	ath and to day the		Principle 2 – Fostering	
	illnesses to the	•They Lied Video		High Expectations and	
	individual, family, and	ath a Tough About Alashah		Rigorous Instruction	
	community.	•The Truth About Alcohol		In this unit, students	
		Literatula Constant		will	
		Health Smart		Draw upon your past	
		Curriculum		learning, prior	
				experiences, and the	
		Lipscomb, L., Swanson, J.,		richness of your cultural	
		& West, A. (n.d.).		background to make	
		Scaffolding Emerging		meaning of new concepts	
		Perspectives on Learning,		and apply learning on an	
		Teaching and Technology.		ongoing basis.	
		Retrieved May 13, 2014,		Work cooperatively	
		from		toward goals and hold	
		http://epltt.coe.uga.edu/i		each other accountable in	
		ndex.		supportive ways.	
		php?title=Scaffolding&prin		Advocate for varied ways	
		tabl e=yes&printable=yes		of learning (i.e.	
		Levykh, M. G. (2008). THE		project-based learning,	
		AFFECTIVE		presentations, station	
		ESTABLISHMENT AND		work, small	
		MAINTENANCE OF		group work) that accommodate the diverse	
		VYGOTSKY'S ZONE OF			
		PROXIMAL DEVELOPMENT.		learning styles and interests of those in the	
		Educational Theory, 58(1),		class	
		83-101. Formative and		community.	
		Summative Assessments		community.	
		5.3.4Respect, tolerance		Principle 3 – Identifying	
		and conflict resolution		Inclusive Curriculum and	
		5.4.1, 5.4.3 Conflict		Assessment	
		resolution process 5.4.2		In this unit, students	
		Game official decision		will	
		5.4.4 Cooperative and		vv 111	

					•	
			productive group processes 5.5.1 Group goals 5.5.2 Strengths of each individual 5.5.3 Individuals with lesser or greater needs 5.5.4 Settings to ensure safety 5.6.1 Preventing injuries 5.6.2, 5.6.3 Why is it important to have positions in the game of football? www.pecentral.org http://www.chs.fuhsd.org https://www.fsd1.org		Experience multiple perspectives on a topic and be afforded the opportunity to draw your own conclusions on that topic. Generate ideas about people or concepts that peers may like to learn about and share these ideas with your teachers and school leaders. Connect in-school learning with the world outside the classroom. Collaborate peers to engage in meaningful long-term projects, project-based learning activities, and field visits that allow all students to demonstrate their knowledge and growth over time and align to the varied learning styles and interests of those in the class community. Collaborate peers to demonstrate their knowledge and growth over time and align to the varied learning styles and interests of those in the class community.	
This unit discusses the many aspects of sexuality. Students will learn about the circles of sexuality, the male & female anatomy, abstinence, contraception, STDs,	6 weeks	Students will be able to explain the difference between sex and sexuality, and why it's important to know the difference.  Students will be able to analyze the circles of sexuality and explain the difference between each circle.	•Interactive Projector •PowerPoint •Computer lab •Google Docs •Sexuality Circles Website •TeenHealth.org website  Health Smart Curriculum	Students will be having class discussions throughout this unit dealing with the many central ideas.	Principle 1 – Creating a Welcoming and Affirming Environment In this unit, students will Respectfully, and with care, engage in difficult conversations, particularly those that challenge power	Standard 1: Personal Health and Fitness Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health

teen pregnancy, and LGBT issues.

## EQ:

· How can knowing about the reproductive systems help me better my overall health? •Students will be able to describe the parts of the female reproductive system and explain the function of each part. Students will be able to relate the importance of early detection and warning signs that prompt females of all ages to seek health care for the female reproductive system. •Students will be able to identify situations requiring professional health services for preventative care. Students will be able to describe the parts of the male reproductive system and explain the function of each part. •Students will be able to relate the importance of early detection and warning signs that prompt males of all ages to seek health care for the male reproductive system. •Students will be able to identify situations requiring professional health services for preventative care. •Students will be able to analyze the importance of abstinence as it relates to the prevention of STDs and unplanned pregnancy. Students will be able to list behaviors that help a person succeed at abstaining from all forms of sex.

Lipscomb, L., Swanson, J., & West, A. (n.d.). Scaffolding. - Emerging Perspectives on Learning, Teaching and Technology. Retrieved May 13, 2014, from http://epltt.coe.uga.edu/i php?title=Scaffolding&prin tabl e=yes&printable=yes Levykh, M. G. (2008). THE **AFFECTIVE ESTABLISHMENT AND** MAINTENANCE OF VYGOTSKY'S ZONE OF PROXIMAL DEVELOPMENT. Educational Theory, 58(1), 83-101. Formative and **Summative Assessments** 5.3.4Respect, tolerance and conflict resolution 5.4.1, 5.4.3 Conflict resolution process 5.4.2 Game official decision 5.4.4 Cooperative and productive group

processes 5.5.1 Group

each individual 5.5.3

greater needs 5.5.4

5.6.2, 5.6.3 Why is it

important to have

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football?

goals 5.5.2 Strengths of

Individuals with lesser or

Settings to ensure safety

5.6.1 Preventing injuries

positions in the game of

http://www.chs.fuhsd.org

- · Students will have a quiz on the male and female anatomy.
- · Students will be creating individual presentations on a specific STD using the rubric given. They will then present their findings to the rest of the class.

**Summative:** 

-Students will have an end of the unit exam.

and privilege in our society. Express respectful agreement or disagreement with opinions, validating the knowledge of peers, or challenging their viewpoints in constructive ways. Acknowledge and try to incorporate the ideas of peers respectfully, recognizing that other students may have vastly different perspectives, experiences, strengths, needs, and opinions. Take risks and view mistakes as opportunities

to grow academically and

emotionally.

Principle 2 – Fostering **High Expectations and Rigorous Instruction** In this unit, students will... Draw upon your past learning, prior experiences, and the richness of your cultural background to make meaning of new concepts and apply learning on an ongoing basis. Work cooperatively toward goals and hold each other accountable in supportive ways. Advocate for varied ways of learning (i.e. project-based learning, presentations, station work, small group work) that accommodate the diverse learning styles and

Standard 2: A Safe and Healthy Environment. Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment

Standard 3: Resource Management. Students will understand and be able to manage their personal and community resources •Students will be able to articulate to a partner the decision to not have sex. •Students will be able to identify the forms of contraception talked about in class. •Students will be able to identify the cost and effectiveness of each type of contraception. •Students will be able to categorize the forms of contraception. •Students will be able to list and categorize the sexually transmitted diseases talked about in class. •Students will be able to list common symptoms of sexually transmitted diseases. •Students will be able to describe what a person should do if they suspect they have a sexually transmitted disease. •Students will be able to describe the dangers of untreated sexually transmitted diseases. •Students will be able to distinguish between the definitions of HIV and AIDS. •Students will be able to describe how HIV affects the body. •Students will be able to identify ways in which HIV is commonly spread. •Students will be able to describe the many consequences of becoming a teen parent. •Students will be able to describe ways to become more tolerant or

interests of those in the class community.

Principle 3 – Identifying Inclusive Curriculum and Assessment In this unit, students will...

Experience multiple perspectives on a topic and be afforded the

opportunity to draw your own conclusions on that topic. Generate ideas about people or concepts that peers may like to learn about and share these ideas with your teachers and school leaders.

Connect in-school learning with the world outside the classroom. Collaborate peers to engage in meaningful long-term projects, project-based learning activities, and field visits that allow all students to demonstrate their knowledge and growth over time and align to the varied learning styles and interests of those in the class community. Collaborate peers to demonstrate their knowledge and growth over time and align to the varied learning styles and interests of those in the

class community.

	1	accepting of people's			
0.6.	6 weeks	differences (ex. LGBT).  •Students will be able to	Almtoroctivo Projector		Standard 1: Personal
Safety and Injury	6 weeks		•Interactive Projector		Health and Fitness
Prevention		explain the health	•Healthy People 2020	· Students will be	
		triangle.	website	taking a 10 question	Students will have the
Til ** *4 . 1 . 6* 1 141.		•Students will be able to	PowerPoint	quiz at the beginning of	necessary knowledge and
This unit defines health		discuss the importance of	YouTube video	each class dealing with	skills to establish and
and discusses major influences on an		health literacy for		the material from the	maintain physical
individual's health.		achieving and maintaining	Health Smart	lesson the class before.	fitness, participate in
Personal responsibility		good health.	Curriculum		physical activity, and
is stressed as a primary		•Students will be able to		· Students will be doing	maintain personal health
means of promoting		explain what Healthy	Lipscomb, L., Swanson, J.,	research on Healthy	
health.		People 2020 is and its	& West, A. (n.d.).	People 2020 and will	Standard 2: A Safe and
		importance.	Scaffolding Emerging	turn in their work.	Healthy Environment.
EQ:		•Students will be to	Perspectives on Learning,		Students will acquire the
=		explain how influences	Teaching and Technology.	· Students will be	knowledge and ability
· How is my health and		such as heredity,	Retrieved May 13, 2014,	engaging in class	necessary to create and
wellness relevant and		environment, culture,	from	discussions.	maintain a safe and
important in my life?		media, and technology	http://epltt.coe.uga.edu/i		healthy environment
•		have impacted the health	ndex.	Summative:	
		status of individuals,	php?title=Scaffolding&prin		Standard 3: Resource
		families, communities,	tabl e=yes&printable=yes	· Students will take an	Management.
		and the world.	Levykh, M. G. (2008). THE	end of unit test.	Students will understand
		•Students will be able to	AFFECTIVE		and be able to manage
		analyze the health	ESTABLISHMENT AND		their personal and
		messages delivered	MAINTENANCE OF		community resources
		through media and	VYGOTSKY'S ZONE OF		
		technology.	PROXIMAL DEVELOPMENT.		
		•Students will be able to	Educational Theory, 58(1),		
		describe ways to promote	83-101. Formative and		
		health and reduce risks.	Summative Assessments		
		•Students will be able	5.3.4Respect, tolerance		
		analyze the importance	and conflict resolution		
		abstinence from risk	5.4.1, 5.4.3 Conflict		
		behaviors	resolution process 5.4.2		
			Game official decision		
			5.4.4 Cooperative and		
			productive group		
			processes 5.5.1 Group		
			goals 5.5.2 Strengths of		
			each individual 5.5.3		
			Individuals with lesser or		
			greater needs 5.5.4		
			Settings to ensure safety		
			5.6.1 Preventing injuries		
			5.6.2, 5.6.3 Why is it		
			important to have		
			positions in the game of		

		football?		
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		https://www.fsd1.org		