

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
<p>Mental/Emotional Health</p> <p>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.</p> <p>EQ:</p> <p>Why is having good mental health important and how can health affect the other parts of your health?</p>	<p>6 Weeks</p>	<ul style="list-style-type: none"> · 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. 	<ul style="list-style-type: none"> · Interactive SmartBoard · PowerPoint · Computer lab · Google Docs · www.nimh.nih.gov/health/topics/ · www.webmd.com/mental-health/ · http://www.simplypsychology.org/maslow.html · www.mayoclinic.org/SuicidePreventionVideo · Suicide Video <p>Health Smart Curriculum</p> <p>Lipscomb, L., Swanson, J., & West, A. (n.d.). Scaffolding. - Emerging Perspectives on Learning, Teaching and Technology. Retrieved May 13, 2014, from</p>	<ul style="list-style-type: none"> · 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. <p>Summative:</p> <p>Students will have an end of the unit exam.</p>	<p>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.</p> <p>Principle 2 – Fostering High Expectations and Rigorous Instruction In this unit, students will...</p>	<p>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</p> <p>Standard 2: A Safe and Healthy Environment. Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment</p> <p>Standard 3: Resource Management. Students will understand and be able to manage their personal and community resources</p>

<http://epltt.coe.uga.edu/index.php?title=Scaffolding&printable=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
5.3.4 Respect, 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?
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<http://www.chs.fuhsd.org>
<https://www.fsd1.org>

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 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,

					<p>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.</p>	
<p>Nutrition</p> <p>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.</p> <p>EQ:</p> <p>What influences a person's food choices?</p>	6 weeks	<p>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 nutrition on body systems. Students will be able to describe the functions of the six basic</p>	<ul style="list-style-type: none"> · Interactive Projector · PowerPoint · Computer lab · Google Docs · http://www.choosemyplate.gov/ · http://www.readwritethink.org/ · New Clip on Obesity <p>Our Oversized Kids</p> <p>Health Smart Curriculum</p> <p>Lipscomb, L., Swanson, J., & West, A. (n.d.).</p>	<ul style="list-style-type: none"> •Students will be having 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. <p>Summative:</p> <ul style="list-style-type: none"> •Students will have an end of the unit exam. 	<p>Principle 1 – Creating a Welcoming and Affirming Environment</p> <p>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.</p>	<p>Standard 1: Personal Health and Fitness</p> <p>Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health</p> <p>Standard 2: A Safe and Healthy Environment.</p> <p>Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment</p> <p>Standard 3: Resource Management.</p> <p>Students will understand and be able to manage their personal and community resources</p>

		<p>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 able to utilize the information on food labels.</p>	<p>Scaffolding. - Emerging Perspectives on Learning, Teaching and Technology. Retrieved May 13, 2014, from http://epltt.coe.uga.edu/index.php?title=Scaffolding&printable=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 5.3.4 Respect, 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.fuhdsd.org https://www.fsd1.org</p>		<p>Take risks and view mistakes as opportunities to grow academically and emotionally.</p> <p>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 interests of those in the class community.</p> <p>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</p>	
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					<p>about and share these ideas with your teachers and school leaders.</p> <p>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.</p> <p>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.</p>	
<p>Alcohol, Tobacco, and Other Drug-Use Prevention</p> <p>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</p>	6 weeks	<ul style="list-style-type: none"> · Students will be able to describe the harmful substances contained in tobacco and in tobacco smoke. · 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 	<ul style="list-style-type: none"> · Interactive SmartBoard · PowerPoint · Computer lab · Google Docs · www.nimh.nih.gov/health/topics/ · www.webmd.com/mental-health/ · <a href="http://www.simpl </td> <td> <ul style=" list-style-type:="" none;"=""> · Students will be creating lessons from the book to teach to the class on their respective 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. 	<p>Principle 1 – Creating a Welcoming and Affirming Environment</p> <p>In this unit, students will...</p> <p>Respectfully, and with care, engage in difficult conversations, particularly those that challenge power and privilege in our society.</p> <p>Express respectful agreement or disagreement with opinions, validating the knowledge of peers, or challenging their viewpoints in constructive ways.</p>	<p>Standard 1: Personal Health and Fitness</p> <p>Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health</p> <p>Standard 2: A Safe and Healthy Environment.</p> <p>Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment</p> <p>Standard 3: Resource Management.</p>	

<p>helps students identify and practice useful strategies for refusing alcohol.</p> <p>EQ:</p> <p>What are the consequences of underage tobacco, alcohol, and drug use?</p>		<p>for preventing the use of tobacco products.</p> <ul style="list-style-type: none"> ·Students will be able to analyze the harmful effects of tobacco on the health of fetuses, infants, and young children. · Students will be able to relate the nation's health goals and objectives for reducing tobacco-related illnesses to the individual, family, and community. 	<p>ypsychology.org/maslow.html</p> <p>·</p> <p>www.mayoclinic.org/Suicide Prevention Video</p> <p>Suicide Video</p> <ul style="list-style-type: none"> •Teens & Alcohol (Statistics) •They Lied Video •The Truth About Alcohol <p>Health Smart Curriculum</p> <p>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/index.php?title=Scaffolding&printable=yes&printable=yes</p> <p>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 5.3.4 Respect, tolerance and conflict resolution 5.4.1, 5.4.3 Conflict resolution process 5.4.2 Game official decision 5.4.4 Cooperative and</p>	<p>Summative:</p> <p>Students will have an end of unit take-home exam.</p>	<p>Acknowledge and try to incorporate the ideas of peers respectfully, recognizing that other students may have vastly different perspectives, experiences, strengths, needs, and opinions.</p> <p>Take risks and view mistakes as opportunities to grow academically and emotionally.</p> <p>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 interests of those in the class community.</p> <p>Principle 3 – Identifying Inclusive Curriculum and Assessment In this unit, students will...</p>	<p>Students will understand and be able to manage their personal and community resources</p>
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<p>Sexual Health</p> <p>This unit discusses the many aspects of sexuality. Students will learn about the circles of sexuality, the male & female anatomy, abstinence, contraception, STDs,</p>	6 weeks	<ul style="list-style-type: none"> •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. 	<ul style="list-style-type: none"> •Interactive Projector •PowerPoint •Computer lab •Google Docs •Sexuality Circles Website •TeenHealth.org website <p>Health Smart Curriculum</p>	<ul style="list-style-type: none"> •Students will be having class discussions throughout this unit dealing with the many central ideas. 	<p>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</p>	<p>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</p>

<p>teen pregnancy, and LGBT issues.</p> <p>EQ:</p> <ul style="list-style-type: none"> How can knowing about the reproductive systems help me better my overall health? 		<ul style="list-style-type: none"> 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. 	<p>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/index.php?title=Scaffolding&printable=yes&printable=yes</p> <p>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 5.3.4 Respect, 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.fuhdsd.org https://www.fsd1.org</p>	<ul style="list-style-type: none"> 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. <p>Summative:</p> <p>-Students will have an end of the unit exam.</p>	<p>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.</p> <p>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</p>	<p>Standard 2: A Safe and Healthy Environment. Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment</p> <p>Standard 3: Resource Management. Students will understand and be able to manage their personal and community resources</p>
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		<ul style="list-style-type: none"> •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 			<p>interests of those in the class community.</p> <p>Principle 3 – Identifying Inclusive Curriculum and Assessment In this unit, students will...</p> <p>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.</p> <p>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.</p>	
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<p>Safety and Injury Prevention</p> <p>This unit defines health and discusses major influences on an individual's health. Personal responsibility is stressed as a primary means of promoting health.</p> <p>EQ:</p> <ul style="list-style-type: none"> How is my health and wellness relevant and important in my life? 	<p>6 weeks</p>	<p>accepting of people's differences (ex. LGBT).</p> <ul style="list-style-type: none"> Students will be able to explain the health triangle. Students will be able to discuss the importance of health literacy for achieving and maintaining good health. Students will be able to explain what Healthy People 2020 is and its importance. Students will be able to explain how influences such as heredity, environment, culture, media, and technology have impacted the health status of individuals, families, communities, and the world. Students will be able to analyze the health messages delivered through media and technology. Students will be able to describe ways to promote health and reduce risks. Students will be able to analyze the importance of abstinence from risk behaviors 	<ul style="list-style-type: none"> Interactive Projector Healthy People 2020 website PowerPoint YouTube video <p>Health Smart Curriculum</p> <p>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/index.php?title=Scaffolding&printable=yes&printable=yes</p> <p>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</p> <p>5.3.4 Respect, tolerance and conflict resolution</p> <p>5.4.1, 5.4.3 Conflict resolution process</p> <p>5.4.2 Game official decision</p> <p>5.4.4 Cooperative and productive group processes</p> <p>5.5.1 Group goals</p> <p>5.5.2 Strengths of each individual</p> <p>5.5.3 Individuals with lesser or greater needs</p> <p>5.5.4 Settings to ensure safety</p> <p>5.6.1 Preventing injuries</p> <p>5.6.2, 5.6.3 Why is it important to have positions in the game of</p>	<ul style="list-style-type: none"> Students will be taking a 10 question quiz at the beginning of each class dealing with the material from the lesson the class before. Students will be doing research on Healthy People 2020 and will turn in their work. Students will be engaging in class discussions. <p>Summative:</p> <ul style="list-style-type: none"> Students will take an end of unit test. 		<p>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</p> <p>Standard 2: A Safe and Healthy Environment. Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment</p> <p>Standard 3: Resource Management. Students will understand and be able to manage their personal and community resources</p>
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