

Englewood Public School District

Comprehensive Health

Grade 9

Unit: Personal Growth and Development

Overview: This is a large unit with that begins with the developmentally appropriate topics of mental health, depression, and body image. After discussing these delicate topics, students explore concepts related to bullying and taking action against it. The unit ends with the topic of nutrition and healthy food choices.

Time Frame: One Marking Period

Enduring Understandings:

People with positive mental health have high self-esteem, can meet daily challenges and can develop healthy relationships.

Understanding the relationship between depression and suicide is essential in preventing suicide.

Reliable personal and professional resources are available to assist in the treatment of depression.

Bullying can occur because of a variety of reasons.

Friends can help friends by following ACT: Acknowledge, Care, Tell (ACT).

Essential Questions:

What are the warning signs of teen depression and suicide?

Why is positive mental health important?

How does self-esteem affect one's life?

How can I maintain positive mental health?

Why does bullying occur?

What can I do if I am concerned about my friend or myself?

Standards	Topics and Objectives	Activities	Resources	Assessments
<u>Comprehensive Health</u> 2.1.12. C.3 Determine the emotional, social, and financial impact of mental illness on the family, community, and state. 2.1.12. A.1 Analyze the role of personal responsibility in	Topics	Instructors will provide an overview of self-esteem and what it means to have positive mental health. (SL.9-10.1.)	Grade 9 Social Emotional Skills, Health Smart Virginia https://healthsmartva.pwnet.org/uploads/rtditor/file/gr9-se-1-social-emotional-skills.pdf	Formative Assessments:
	Mental Health			<ul style="list-style-type: none"> Do Nows Exit Tickets
	Depression and Suicide Prevention	The instructor will identify the signs of depression and discuss how it can lead to suicide.	Issues in Mental Health: Suicide Prevention,	Summative Assessments: Student products such as their body image project,

<p>maintaining and enhancing personal, family, community, and global wellness.</p> <p>2.1.12. C.1 Determine diseases and health conditions that may occur during one's lifespan and identify prevention and treatment strategies.</p> <p>2.2.12. B.1 Predict the short- and long-term consequences of good and poor decision-making on oneself, friends, family, and others.</p> <p>2.1.12. D.1 Determine the causes and outcomes of intentional and unintentional injuries in adolescents and young adults and propose prevention strategies.</p>	<p>Objectives</p> <p>Students will build healthy relationships.</p> <p>Students will identify and describe what mental health is and how to maintain positive mental health.</p> <p>Students will define self-esteem and will be able to illustrate how a person can build positive self-esteem.</p> <p>Students will create a foundation for their personal value system.</p> <p>Students will define body image and will be able to list the multiple factors that influence it.</p> <p>Students will recognize the signs of both depression as well as the warning signs of suicide.</p>	<p>(SL.9-10.1) Students work as a group to identify the causes of the depression. (9.1.12.A.2) (RI 9-10.1)</p> <p>Teacher lead discussion regarding what Body Image is and explain how everything in our life has an influence on how we see ourselves. (SL.9-10.1.)</p> <p>Students work independently to assess their own body image and work to figure out how and who has influenced why they feel the way they do. (9.4.12C.15)</p> <p>Students will create short and long term goals regarding a self-selected topic. (W.9-10.4.)</p> <p>In small groups, examine the causes of intentional and unintentional self-harm (e.g., abuse, accidents, cutting) and brainstorm preventive strategies to avoid harm to self and others. (9.4.12C.15)(RI 9-10.1)</p>	<p>Wisconsin Department of Public Instruction https://dpi.wi.gov/sites/default/files/imce/sspw/pdf/spcurriculumgrades7-12.pdf</p> <p>Be Kind to Yourself and Others, Alberta Health Services www.albertahealthservices.ca/assets/programs/ps-7344-full-manual.pdf</p> <p>Self Esteem Tips: Dealing with Body Image Issues, Watch Well Cast https://youtu.be/IgqMqtnTJE</p> <p>Why Thinking You're Ugly is Bad for You, Meaghan Ramsey, Ted Talks https://youtu.be/gXIIAS-rI4E</p> <p>8 Books About Mental Health Every Teenager Should Read, Bustle.com https://www.bustle.com/articles/175881-8-books-about-mental-health-every-teenager-should-read</p>	<p>long and short-term goals, and causes of depression will be evaluated to determine student's understanding and personalization of topics.</p> <p>Benchmark Assessment: Common Formative Assessment</p> <p>Alternative Assessments:</p> <ul style="list-style-type: none"> • Teacher Observation • Anecdotal Records • Whole Class Discussion • Peer to Peer Discussions
	<p>Topics</p> <p>Bullying</p>	<p>The instructor will provide the definition of bullying, and what to do</p>	<p>Bullying, Health Problem Series, Kids Health</p>	<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Do Nows • Exit Tickets

<p>forms of assault and what to do if assaulted.</p>	<p>Objectives</p> <p>Students will explain the variety of ways a person can be bullied, why it occurs, and will understand the appropriate actions to take when they either witness or experience any type of bullying act.</p>	<p>when witnessing or being bullied. (SL.9-10.1.)</p> <p>Students work as a group to identify why someone may be targeted, why somebody may initiate that type of behavior, and what steps to take when it occurs. (SL 9-10.1)</p> <p>The instructor will teach the students how to ACT while viewing the “Friends for Life” video.</p> <p>Sticking it Out! Students work in groups to consider the causes of bullying. Next, they discuss their findings and discuss the importance of dealing with feelings of anger and frustration. (RI 9-10.1)(SL 9-10.1)</p>	<p>https://classroom.kidshealth.org/9to12/problems/emotions/bullying.pdf</p> <p>Anti-Bullying Activities, Education World http://www.educationworld.com/a_special/bully.shtml</p>	<ul style="list-style-type: none"> • Questioning during lesson <p>Summative Assessment: Students will participate in role playing and depict various scenarios regarding bullying and how to help friends that are being bullied.</p> <p>Alternative Assessments:</p> <ul style="list-style-type: none"> • Self- Assessment • Peer Assessment
<p><u>Comprehensive Health</u> 2.1.12. B.1 Determine the relationship of nutrition and physical activity to weight loss, weight gain, and weight maintenance.</p> <p>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.</p>	<p>Topics</p> <p>Nutrition</p> <p>Objectives</p> <p>Students will learn how to build a healthy nutrition plan and what types of foods should be limited.</p> <p>Students will analyze the contributions of each nutrient class to good health (e.g., fats, carbohydrates, protein,</p>	<p>Build a healthy nutrition plan and what types of foods should be limited. Students will work in groups to determine the relationship of nutrition and physical exercise to weight management. 8.1.12.A.2</p> <p>Students will research dietary trends of young adults and write an informatory blog. (W.9-</p>	<p>Nutrition Resource Kits, Alberta Health Services www.albertahealthservices.ca/assets/info/nutrition/if-nfs-nr-kit-gr9.pdf</p> <p>SuperTracker Nutrition Lesson Plans, USDA.gov https://www.supertracker.usda.gov/.../SuperTracker%20Nutrition%20Lesson%20Plans...</p> <p>Teachers Guide: Breakfast, Kidshealth.com</p>	<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Do Nows • Exit Tickets <p>Summative Assessment: Students nutrition project will be evaluated based upon the SuperTracker guidelines.</p> <p>Students personal wellness plan will be evaluated to ascertain</p>

<p>2.1.12. B.3 Analyze the unique contributions of each nutrient class (fats, carbohydrates, protein, water, vitamins, and minerals) to one's health.</p> <p>2.1.12. A.2 Debate the social and ethical implications of the availability and use of technology and medical advances to support wellness.</p>	water, minerals).	10.1).	https://classroom.kidshealth.org/9to12/personal/nutrition/breakfast.pdf	their understanding of constructing nutritious meals and choices.
	<p>Students will analyze the impact of the media on the dietary habits and choices of young adults.</p> <p>Students will determine the relationship between diet and illness.</p>	<p>As a class, students will compare and contrast cultural habits that impact personal nutrition (8.1.12.A.2)</p> <p>Individually students will assimilate prevention goals and construct a personal wellness plan.</p> <p>As part of a project, students will track goals via electronic journal entries.</p>	<p>Sodium, Cut the Salt! Drexel University https://deptapp08.drexel.edu/nutritioneducation/Website_Materials/FY16%20Curriculum/FY16%20DU%20ERN%20Curriculum%20PDF/HS%20DU%20ERN/HS%20Sodium/HS%20Sodium%20Lesson%20Plan%20rev%207%2014%20nfs.pdf</p>	<p>Alternative Assessments:</p> <ul style="list-style-type: none"> • Peer Assessment • Self-Assessment

Key Vocabulary:

Depression – Depression is a common and serious medical illness that negatively affects how you feel, the way you think and how you act.

Mental Health – A person's condition with regard to their psychological and emotional well-being.

Suicide – The act or an instance of taking one's own life voluntarily and intentionally.

Prevention – The action of stopping something from happening or arising.

Bullying – Abuse and mistreatment of someone vulnerable by someone stronger, more powerful.

Body Image – The subjective picture or mental image of one's own body.

Personal Values – People's internal conception of what is good, beneficial, important, useful, beautiful, desirable, constructive, etc.

Self-esteem – Confidence in one's own worth or abilities; self-respect.

Nutrients – Substances that provide nourishment essential for growth and the maintenance of life.

Cultural – Relating to the ideas, customs, and social behavior of a society.

Trend – A general direction in which something is developing or changing.

Integration of 21st Century Standards NJSLs 9:

9.2.12.C.1 Review career goals and determine steps necessary for attainment.

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this curriculum.

ELL/ESL students: Students will be supported according to the recommendations for "can do's" as outlined by WIDA -

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the requirements.

English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> ● Pre-Teach Vocabulary ● Speak and display terminology ● Teacher modeling ● Peer modeling ● Develop and post routines ● Label classroom materials ● Word walls ● Using advance organizers ● Brainstorming/webbing ● Modeling ● Employing KWL Chart ● Predicting ● Pre-Teaching or Reviewing ● Allow take-home tests 	<ul style="list-style-type: none"> ● Provide extended time ● Solidify and refine concepts through repetition. ● Utilize modifications & accommodations delineated in the student's IEP ● Work with paraprofessional ● Previewing information/materials ● Provide helpful visual, auditory, and tactile reinforcement of ideas. ● Peer Support ● Learner will work at own pace ● Give shorter assignments/more frequently ● Employ individual, paired, or small group projects or 	<ul style="list-style-type: none"> ● Use visual demonstrations, illustrations, and models ● Give directions/instructions verbally and in simple written format. ● Peer Support ● Provide extended time ● Previewing information/materials ● Increase one on one time ● Teachers may modify instructions by modeling what the student is expected to do ● Instructions may be printed out in large print and hung up for the student to see during the time of the lesson. ● Review behavior expectations and make adjustments for personal 	<ul style="list-style-type: none"> ● Students may act as peer support ● Students will present research to a different audience ● Curriculum compacting ● Inquiry-based instruction ● Independent study ● Higher order thinking skills ● Adjusting the pace of lessons ● Interest based content ● Real world scenarios ● Student Driven Instruction

	activities <ul style="list-style-type: none"> • Allow take-home tests 	space or other behaviors as needed.	
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Interdisciplinary Connections:

ELA - NJSLS/ELA:

Reading

RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. which details are emphasized in each account.

Writing:

W.9-10.2. 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.

W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening:

SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

Integration of Technology Standards NJSLS 8:

8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

8.1.12.C.1 Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.

8.1.12.F.1 Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

Career Ready Practices:

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.