

Englewood Public School District

Comprehensive Health

Grade 12

Unit: Design Your Life

Overview: In this unit students will consider personal growth and development in terms of mental health disorders, healthcare occupations, and nutrition.

Time Frame: One marking period

Enduring Understandings:

Unmanaged stress and anxiety can have damaging consequences but there are many ways to prevent and treat negative stress and anxiety.

Eating disorders affect a large number of teens.

People in mental pain sometimes resort to self-harm, but there are many ways to prevent and treat mental health disorders and reduce the instances of self-harm.

Essential Questions:

What causes stress and anxiety?

What are ways to cope with stress and anxiety?

How can self-harm be prevented and how is it treated?

What occupations are available in the health field?

What diet is right for my personal goals?

How can I use BMI and calorie tracking to support my weight goals?

What are the diets of other countries?

Standards	Topics and Objectives	Activities	Resources	Assessments
Comprehensive Health 2.1.12.A.1: Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness. 2.1.12.A.2: Debate the social and ethical implications of the availability and use of	Topics Take Control of Stress and Anxiety Self-Harm: Compassion and Prevention Understanding Eating Disorders	To learn stress management techniques, students will complete the “Ways to Manage Stress” lesson plan. Students will research a specific type of anxiety and create a Prezi that	“Ways to Manage Stress” lesson plan http://www.etr.org/healthsmart/about-healthsmart/sample-lessons/high-school-ways-to-manage-stress-emh-lesson-6/ “Self-Help Strategies for Social Anxiety”	Formative Assessments: <ul style="list-style-type: none"> Do Nows Exit Tickets Feedback on lesson activities Feedback on debate preparation and participation

technology and medical advances to support wellness.

Questions for the End of Life

Objectives

Students will learn the basis of stress, differentiate good stress from bad stress, and develop effective stress management techniques.

Students will understand that self-harm is caused by many factors in a person's life, e.g. poor self-image, mental health struggles, unmanaged stress, etc.

explains the cause, symptoms, and treatment of the anxiety. (W11-12.6)

Students will research the causes and health effects of self-harm. Students will brainstorm strategies for self-harm prevention and research where to go for help if they need it.

Students will complete the "Eating Disorders" unit of study.

Students will research and then debate advances in medicine and technology as it relates to end of life matters, such as assisted suicide, life support, terminal illnesses etc. (W.11-12.1)(SL 11-12.1)(RST 11-12.1)

https://www.anxietybc.com/sites/default/files/adult_hmsocial.pdf

"Generalized Anxiety Disorder" brochure
https://adaa.org/sites/default/files/ADAA_GeneralAnxietyDisorderBrochure.pdf

"Stage Fright"
<http://www.webmd.com/anxiety-panic/guide/stage-fright-performance-anxiety#1>

"Eating Disorders" study unit
http://www.columbia.edu/itc/hs/medical/residency/peds/new_compeds_site/pdfs_new/school_based_health/Eating_Disorders.pdf

Summative Assessment:

Prezi presentations on anxiety

Benchmark Assessment:

Common Formative Assessment

Alternative Assessments:

- Teacher Observation
- Peer to Peer Discussions
- Reflection Journal
- Portfolios
- Conferencing
- Homework Assignments

Comprehensive Health

2.2.12.E.1: Analyze a variety of health products and services based on cost, availability, accessibility, benefits, and accreditation.

2.2.12.E.2: Determine the effect of accessibility and affordability of healthcare on family, community, and global health.

Topics

Careers in Healthcare

The Healthcare Debate

Objectives

Students will learn about careers in the healthcare field.

Students will understand the basics of a given healthcare

Students will research healthcare occupations to determine if they are interested in a career in healthcare. (SL.11-12.1)

Students can begin at BLS.gov to see a list of career options. Students will then develop an infographic using Canva to explain the education level, salary, work environment, job duties,

Healthcare occupations (BLS)
<https://www.bls.gov/ooh/healthcare/home.htm>

Canva (infographic maker)
<https://www.canva.com/create/infographics/>

Formative Assessments:

- Do Nows
- Exit Tickets
- Feedback on debate preparation and participation

Summative Assessment:

Career infographic

<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>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>occupation.</p> <p>Students will examine the new healthcare law being proposed by congress and compare it to America's current healthcare system.</p>	<p>and career advancement of their chosen occupation. (W.11-12.6)</p> <p>Students will research the Affordable Care Act and the current debate on healthcare in the US Congress. Students will pick sides and hold a debate on which side is better. (W.11-12.1)</p>	<p>Alternative Assessments:</p> <ul style="list-style-type: none"> • Peer Assessment • Self-Assessment • Reflection Journal
	<p>Topics</p> <p>Fad Diets and Nutrition Trends (Gluten, Paleo, South Beach, Atkins)</p> <p>BMI, calorie intake, and weight maintenance</p>	<p>Students will read "The Hopeless List of Fad Diets" to understand how absurd some diets and their health claims are.(RI.11-12.2)This will prime them for the next two activities.</p>	<p>List of diets (600+) https://www.everydiet.org/diet</p> <p>"The Hopeless List of Fad Diets" http://www.changingshape.com/list-of-fad-diets/</p>
	<p>Objectives</p> <p>Students will analyze the fad diets and trends and determine the efficacy of adopting a particular dietary regimen.</p> <p>Students will consider their own personal health goals to determine if a specific diet is right for them.</p> <p>Students will investigate the health claims diets make and evaluate their truthfulness.</p> <p>Students will track and analyze their BMI and</p>	<p>Students will research fad diets and determine the benefits and detriments of several fad diets. Then students groups will create their own fad diet and try to "sell" it to the class through advertisements, blog posts, etc. (SL.11-12.5)(6.2.12.d.5C)</p> <p>One member of the group will play the expert in favor of the fad diet and another member will be an expert that exposes the shortcomings of the diet. Additional members of the group will act as</p>	<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Do Nows • Exit Tickets • Feedback on lesson activities • Class discussions <p>Summative Assessment:</p> <ul style="list-style-type: none"> • Fad diet project • Nutritional trends presentation • Poster on country diet comparison • Journal/Calorie counter app
		<p>Mark's Daily Apple blog (Paleo advocate) http://www.marksdailyapple.com/</p> <p>Gluten-Free Mommy blog http://glutenfreemommy.com/</p> <p>Diary of a Locavore blog http://www.diaryofalocavore.com/</p> <p>BMI Calculator https://www.nhlbi.nih.gov/health/educational/lose_wt/BMIBmicalc.htm</p>	<p>Alternative Assessments:</p> <ul style="list-style-type: none"> • Peer Assessment • Self-Assessment • Reflection Journal

calorie intake.

Students will learn safe weight loss, gain, and maintenance strategies.

research assistants for each expert. (W.11-12.8)

Students will research current nutritional trends: ketogenic, gluten-free, paleo, locavore, etc. and determine which lifestyle diet would best suit their personal needs. Students will create a presentation that demonstrates the pros and cons of the diet and explain why they would chose it for themselves. (8.1.12.A.2)

Teacher can select activities from this multi-day study unit: “Students learn the differences in people’s diets from around the world” (W.11-12.8)

Students will pick a country in the world and research the common food sources and diets found there. They will then create a poster (paper or online) that depicts the differences between that country’s and the typical US diet. (SL.11-12.5)

Students will calculate their BMI. The teacher will explain what factors BMI does not account for.

“The 5 Best Calorie Counter Websites and Apps”

<https://authoritynutrition.com/5-best-calorie-counters/>

“Students learn the differences in people’s diets from around the world”

study unit

<http://lessonplanspage.com/p/eodosomethingabouteatinghealthyunitday4internationalfoodday912-hm/>

Students will track their BMI throughout the marking period and log it in a journal.

Students will research calorie counter websites and apps and determine which one best suits their needs. Students will track their calories throughout the marking period in the website or app. (W.11-12.8)

Teacher will explain the proper way to gain, loss, and maintain weight through diet and exercise. Students will develop a plan for themselves based on their particular goals.

Key Vocabulary:

Anxiety – A feeling of worry, nervousness, or unease, typically about an imminent event or something with an uncertain outcome.

BMI - A person's weight in kilograms (kg) divided by his or her height in meters squared.

Calorie - A unit of heat used to indicate the amount of energy that foods will produce in the human body.

Fad diets - A diet that promises quick weight loss through what is usually an unhealthy and unbalanced diet.

Healthcare - The maintenance and improvement of physical and mental health, especially through the provision of medical services.

Health careers - Health care professions distinct from nursing, medicine, and pharmacy.

Self-harm - The act of deliberately harming the surface of your own body, such as cutting or burning yourself.

Stress management - Refers to the wide spectrum of techniques and psychotherapies aimed at controlling a person's levels of stress, especially chronic stress, usually for the purpose of improving everyday functioning.

Integration of 21st Century Standards NJSL 9:

9.2.C.12.1 Review career goals and determine steps necessary for attainment

Interdisciplinary Connections:

ELA - NJSL/ELA:

Reading

RL.11-12.1. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they

interact and build on one another to produce a complex account; provide an objective summary of the text.

RST 11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

Writing:

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Speaking and Listening:

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.

SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Social Studies:

6.2.12.D.5.c Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information, worldwide.

Integration of Technology Standards NJSL 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

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.

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 - https://www.wida.us/standards/CAN_DOs/

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">• Employ individual, paired, or small group projects or activities• 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-Teach Vocabulary• Pre-Teaching or Reviewing• Allow take-home tests	<ul style="list-style-type: none">• Employ individual, paired, or small group projects or activities• 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• Provide extended time• Solidify and refine concepts through	<ul style="list-style-type: none">• Employ individual, paired, or small group projects or activities• 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	<ul style="list-style-type: none">• 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

	<p>repetition.</p> <ul style="list-style-type: none">• Learner will work at own pace• Give shorter assignments/more frequently• Employ individual, paired, or small group projects or activities• Allow take-home tests	<ul style="list-style-type: none">• 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 space or other behaviors as needed.	
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