

Englewood Public School District

Comprehensive Health

Grade 10

Unit: Personal Growth and Development

Overview: In this unit students will consider personal growth and development as it relates to developing goals and physical fitness. Students will also learn about ways to cope with and prevent online trolling.

Time Frame: One marking period

Enduring Understandings:

Wellness depends on a number of key factors that contribute to a healthy whole.

Setting goals is a necessary step in self-improvement.

The anonymity of online social interactions has increased the instances of bullying/trolling, but there are actions and behaviors one can adopt to understand and not be affected by online bullying/trolling.

Physical activity can greatly aid in the prevention of chronic illness.

Essential Questions:

How can S.M.A.R.T. goals help us improve ourselves?

What factors contribute to the health of the whole individual?

How does a person's social environment affect their mental health?

Why has the Internet made trolling more prevalent?

What types of exercises work best for my personal fitness goals?

| Standards | Topics and Objectives | Activities | Resources | Assessments |
|---|--|--|--|---|
| <u>Comprehensive Health</u> 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 | Topics Self-Improvement M.O.S.S.P.E.E. (mental, occupational, spiritual, social, physical, environmental, and emotional wellness) | Students will identify self-improvements they want to make and what steps they can take to reach their self-improvement goals. 9.3.12.C.3 Students will create a graphic organizer identifying their personal wellness in the categories of M.O.S.S.P.E.E. | “SMART Goals: Brief Overview” video https://www.youtube.com/watch?v=1-SvuFIQjK8 “How to Make Your Goals Achievable” https://www.mindtools.com/pages/article/smart-goals.htm | Formative Assessments: <ul style="list-style-type: none"> Do Nows Exit Tickets M.O.S.S.P.E.E. graphic organizers |

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| <p>availability and use of technology and medical advances to support wellness.</p> <p>2.1.12. A.1 Analyze the role of personal responsibility in 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>S.M.A.R.T. Goals</p> <p>Objectives</p> <p>Students will explore actions and behaviors they can adopt that contribute to self-improvement.</p> <p>Students will understand that personal wellness is made up of several key factors which all must be attended to.</p> <p>Students will learn how to write S.M.A.R.T. Goals.</p> | <p>The graphic will identify the factors students are satisfied with and those they want to improve. (SL.9-10.5)</p> <p>Teacher will explain S.M.A.R.T. goals and students will pick two self-improvement topics to write goals for. (W.9-10.5)</p> <p>Students will select a self-help topic and research it online.(W.9-10.9).</p> <p>Students will create posters or online slideshows on the aspects of their lives that contribute to their personal wellbeing. (8.1.12.A.2)</p> | <p>“The 50 Best Self-Help Books of All Time” http://www.bestcounselingschools.org/best-self-help-books/</p> <p>Smilebox (online slideshow maker) http://www.smilebox.com/slideshow-maker.html</p> | <p>S.M.A.R.T. goals worksheet</p> <p>Summative Assessments:</p> <p>Self-help book report</p> <p>Wellbeing posters or online slideshows</p> <p>Benchmark Assessment: Common Formative Assessment</p> <p>Alternate Assessment:</p> <ul style="list-style-type: none"> • Peer Assessment • Self-Assessment |
| <p><u>Comprehensive Health</u></p> <p>2.1.12. D.1 Explain ways to protect against abuse and all forms of assault and what to do if assaulted.</p> | <p>Topics</p> <p>Online Trolling and Bullying</p> <p>Objectives</p> | <p>Students will discuss their digital footprint, focusing on how others may judge them. (SL.9-10.1)</p> <p>Students will discuss the consequences of</p> | <p>Digital Footprint https://www.commonsense.org/education/lesson/feeling-on-display-9-12</p> | <p>Formative Assessments:</p> <ul style="list-style-type: none"> • Do Nows • Exit Tickets • Discussion about social media |

2.4.12. B.4 Compare and contrast attitudes and beliefs about gender identity, sexual orientation, and gender equity across cultures.

Students will explore the causes and consequences of online trolling and bullying and learn coping strategies.

“oversharing” on social media. (SL.9-10.1)

Students will respond to journal prompts about 1 or both of those topics.(W.9-10.9)

Students will discuss online trolling and bullying and develop strategies they can use to prevent and/or cope with it.(9.1.8.D.3)

Students will create trolling scenarios and create actionable steps to deal with the issue. They will discuss experiences that they or peers have had and apply the steps they come up with to these scenarios.(W.9-10.4)

“Don’t Feed the Haters: The Confessions of a Former Troll”

<http://99u.com/articles/25151/dont-feed-the-haters-the-confessions-of-a-former-troll>

“Dealing with Trolls: A Guide”

<https://www.theguardian.com/media/2012/jun/12/how-to-deal-with-trolls>

- Questioning during lessons

Summative Assessment:

Trolling scenarios presentations

Alternative Assessments:

- Journal Entries
- Self-Assessment
- Peer Assessment

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2.1.12. C.1 Determine diseases and health conditions that may occur during one’s lifespan and identify prevention and treatment strategies.

Topics

Physical fitness

Exercise Plans

Chronic Illness Prevention through Exercise

Objectives

Students will learn how to build a healthy fitness plan and learn exercise techniques.

Students will be able to explain how exercise

Students will chose a chronic illness and research what the disease is, how it effects a person’s health, and how exercise can be used to prevent it. They will brainstorm possible exercises for preventing the chosen disease.(W.9-10.8)

Fitness journals: Students will track their daily fitness goals and exercises.

Students will research various apps used to track fitness goals as well as healthy eating. They will write a review and report

Resources on Physical Activity (CDC)

<https://www.cdc.gov/healthyplaces/healthtopics/physactivity.htm>

“Lack of exercise is a major cause of chronic diseases” (abstract and key findings of a study)

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4241367/>

“Exercise and Chronic Disease: Get the Facts”

<http://www.mayoclinic.org/healthy-lifestyle/fitness/in-depth/exercise-and-chronic-disease/art-20046049>

Formative Assessments:

- Do Nows
- Exit Tickets
- Participation during lessons
- Teacher Questioning

Summative Assessments:

7-day exercise plan

Fitness journals

Review of app

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| | benefits specific aspects of personal health and wellness. | their findings to the class. (SL.9-10.4) | “#0to60Campaign” https://www.hhs.gov/fitness/programs-and-awards/zero-to-sixty-campaign/index.html | Alternative Assessment: |
| | Students will determine the relationship between exercise and chronic illness prevention. | Students will complete the “Invent a Great New Game!” activity to creatively design a fun exercise experience. | “Invent a Great New Game!” lesson plan http://www.educationworld.com/a_lesson/02/lp266-05.shtml | Exercise design activity |
| | Students will learn what nutrients they should consume to promote a healthy exercise regimen. | | | |

Key Vocabulary:

Chronic illness – A disease that persists over a long period.

Exercise regimen – A systematic plan of exercise.

Fitness – The condition of being physically fit and healthy.

Fitness goal – Exercise goals.

Exercise techniques – A certain way to perform the exercise the right way to avoid injuries.

M.O.S.S.P.E.E (mental, occupational, spiritual, social, physical, environmental, and emotional) – The balance and healthy aspects of life.

Self-improvement – The improvement of one’s knowledge, status, or character by one’s own efforts.

S.M.A.R.T goals – Goals that will enable you to be successful in the most effective way.

Trolling – Make a deliberately offensive or provocative online post with the aim of upsetting someone or eliciting an angry response from them.

Wellbeing – The state of being comfortable, healthy, or happy.

Integration of 21st Century Standards NJSL 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 - 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"> ● 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"> ● 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 repetition. ● 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"> ● 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 space or other behaviors as needed. | <ul style="list-style-type: none"> ● 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 |

Interdisciplinary Connections:ELA - NJSLS/ELA:

Reading

RL.9-10.1. Cite strong and thorough textual evidence 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.

RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.

Writing:

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

W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advance searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.

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.

SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

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.

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.