WELLNESS
GRADES 9-12 – LEVEL 1 ELECTIVE

EWING PUBLIC SCHOOLS
2099 Pennington Road
Ewing, NJ 08618

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Michael Nitti
Superintendent

Produced by: H&PE Teachers

In accordance with The Ewing Public Schools’ Policy 2230, Course Guides, this curriculum has been reviewed and found to be in compliance with all policies and all affirmative action criteria.
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Course Description

This wellness course emphasizes the importance of knowledge, attitudes and practices relating to personal health and wellness. It is a course designed to expose students to a broad range of issues and information relating to the various aspects of personal health, wellness and physical fitness. Topics include healthy lifestyle, fitness, nutrition, injury care and prevention, anatomy, mental health and careers in the health fields. Students will identify, assess and monitor the factors, which both positively and negatively impact personal wellness and make choices based upon this knowledge throughout their lifetimes.

The purpose of this course is to provide a collaborative platform for students to be actively engaged in the learning of wellness education. Throughout the course, students will learn in a variety of methods including cooperative activities which help to strengthen interdependence and social skills. Students should gain knowledge that they can carry with them throughout their education and into their adulthood.

This course is designed to meet the needs of students who have an interest in general well-being, healthy lifestyles and a career in the health industry. The course will provide an overview of the many aspects associated with the topics of health education. Students will gain a better understanding of the issues related to wellness. The course will be taught in a semester block scheduling format, with students meeting each day for 88 minutes.
Unit 1: Healthy Lifestyle (8-10 Days)

Introduction:

Students will learn the different aspects associated with starting and maintaining a healthy lifestyle over a lifetime. Students will learn how nutrition, mental health, fitness and good sleep all play an integral part into an overall wellness.

Big Ideas:

- Lifestyle choices have a direct impact on overall health and wellness.

Enduring Understandings:

- Students will gain an understanding of the characteristics of a healthy lifestyle.
- Students will gain knowledge of characteristics associated with a healthy lifestyle, such as smart nutrition choices, participating in a fitness routine, and maintaining positive mental health.
- Students will gain knowledge of sustainable living.
- Students will gain an understanding of good decision making and how to properly implement them.
- Students will gain an understanding of the proper way to use prescription and OTC medications.
- Students will gain knowledge of herbal and medicinal supplements.
- Students will gain knowledge of health products and services.
- Students will gain an understanding of the use of steroids and signs of steroid and other performance enhancement abuse.
- Students will gain knowledge of affordable health care.

Essential Questions:

- Why is it important to participate in a fitness routine?
- Why is it important to maintain positive mental health?
- What is sustainable living?
- What goes into making a good decision?
- What is the difference between herbal and medicinal supplements?

Acquired Knowledge:

- Nutrition
- Fitness
- Wellness
- Mental wellness
- Sustainable living
- Organic
- Decision-making skills
- Supplements
- Health care
- Carbon footprint
Acquired Skills

- Students can identify why smart nutrition choices are important to maintaining a healthy lifestyle.
- Students can identify the reasons why fitness is important to maintaining a healthy lifestyle.
- Students will recognize good decision-making skills and how to properly implement those skills.
- Students will recognize how to implement sustainable living into their everyday life and the impact of their carbon footprint.
- Students can identify the difference between OTC and prescription medications and the dangers associated with each.
- Students can identify the difference between herbal and medicinal supplements and the risk factors associated with each.

Assessments:

Formative Assessments:
- Teacher-led discussion/question and answer
- Peer collaboration with checklist
- Cooperative activities
- Written class work
- Student note taking
- Quizzes/Unit Test on Healthy Lifestyle

Summative Assessments:
- Final Exam

Accommodations/Modifications:

- Repetition
- Restate directions
- Visual prompts
- Extended time
- Study/test guide
- Preferential seating
- Modified assignments
- Word bank

Enrichment and Extensions:

- Current events
- Cooperative activities: Reciprocal teaching, ‘Chips’, Wagon Wheel
- Use of school garden: sustainable living activities

Interdisciplinary Connections

- Biology, Health education, Social Studies, Environmental Club, Life Skills
Technology Integration:

- Videos: *No Impact Man, Inconvenient Truth*
- Internet Research: Planting seasons, sustainable living
- Use of App/Teaching Site: Kahoot, Socrative

Core Content Standards:

2.1.12.E.1: Predict the short- and long-term consequences of unresolved conflicts.

2.2.12.B.1: Predict the short- and long-term consequences of good and poor decision-making on oneself, friends, family and others.

2.2.12.B.2: Evaluate the impact of individual and family needs on the development of a personal wellness plan and address identified barriers.

2.2.12.C.2: Judge how individual or group adherence, or lack of adherence, to core ethical values impacts the local, state, national and worldwide community.

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.

2.3.12.A.1: Determine the potential risks and benefits of the use of new or experimental medicines and herbal and medicinal supplements.

2.3.12.A.3: Relate personal abuse of prescription and over-the-counter medicines to wellness.

9.3.12.AG-NR.3: Develop plans to ensure sustainable production and processing of natural resources.
Unit 2: Fitness (13-16 Days)

Introduction:

Students will learn the different aspects associated with fitness and how to maintain an appropriate fitness lifestyle. Students will learn exercises and routines that will be beneficial to overall wellness goals.

Big Ideas:

• A fitness routine and lifelong personal fitness have a direct impact on overall health and wellness.

Enduring Understandings:

• Students will understand fitness plan development.
• Students will gain knowledge of how to implement fitness plans.
• Students will understand the short and long term effects of various exercise concepts.
• Students will gain knowledge of basic weight training techniques.
• Students will understand the importance of lifelong fitness.
• Students will gain knowledge of non-traditional fitness activities.

Essential Questions:

• What are the short and long term effects of weight training on the human body?
• What are the short and long term effects of cardiovascular training on the human body?
• What are the short and long term effects of flexibility training on the human body?
• How do rest and recovery fit into a fitness program and how often should rest be incorporated into a fitness program?
• What are lifelong fitness activities?
• How should a person properly fuel their body during various activities?
• How is a fitness plan created and implemented into a person’s daily life?
• How does a person develop an appropriate fitness plan based on their personal needs?
• How many basic weight training lifts are there and how are they performed?
• How do various heart rates impact exercise and what fuels are used by the body at these different ranges?

Acquired Knowledge:

• Weight training
• Low impact training
• Cardiovascular training
• Body Mass Index
• Body composition
• Heart rate zones
• Flexibility
• Fitness routines/group exercise programs
• HIIT
• Insanity
• P90X
• Yoga
• Pilates

**Acquired Skills:**

• Students will recognize various fitness routines and learn how to implement them to individual needs.
• Students will recognize the importance of executing weight training into fitness routines.
• Students will identify when to utilize low impact training methods.
• Students will identify their target heart rate zone for individualized fitness plans.
• Students will recognize the importance of maintaining flexibility.

**Assessments:**

**Formative Assessments:**
• Teacher-led discussion/question and answer
• Peer collaboration with checklist
• Cooperative activities
• Written class work
• Student note taking
• Quizzes/Unit Test

**Summative Assessments:**
• Final Exam

**Accommodations/Modifications:**

• Repetition
• Restate directions
• Visual prompts
• Extended time
• Study/test guide
• Preferential seating
• Modified assignments
• Word bank

**Enrichment and Extensions:**

• Current events in Fitness
• Cooperative activities: Group Exercises, Jigsaw Strategy
• Student-designed fitness plans

**Interdisciplinary Connections:**

• Physical Education, Health Education
Technology Integration:

- **Fitness Apps:** Fit Day, Fit Click, My Heart My Life, Life Fitness Virtual Trainer, Fitbit
- **Videos:** No Excuses, Everybody Walks
- **Use of App/Teaching Site:** Kahoot, Socrative

Core Content Standards:

2.1.12.B.1: Determine the relationship of nutrition and physical activity to weight loss, weight gain and weight maintenance.

2.1.12.C.1: Determine disease and health conditions that may occur during one's' lifespan and identity prevention and treatment strategies.

2.1.12.C.2: Develop strategies that will impact local, state, national and international public health efforts to prevent and control diseases and health conditions.

2.1.12.D.1: Determine the causes and outcomes of intentional and unintentional injuries in adolescents and young adults and propose prevention strategies.
Unit 3: Nutrition (13-16 Days)

Introduction:

Students will learn the different aspects associated with proper nutrition and how to maintain healthy eating. Students will learn how something is classified as healthy and beneficial to the body.

Big Ideas:

- Decisions/choices have a direct impact on lifestyle and quality of life.
- The use of decision making and critical thinking to make healthy choices is critical to healthy living.
- There is a relationship between good nutrition and mental well-being.

Enduring Understandings:

- Students will gain knowledge of proper nutrition choices.
- Students will gain an understanding of food labels associated with nutrition and caloric intake.
- Students will gain an understanding of food labels associated with all natural, fat-free, gluten-free, non-GMO and organic.
- Students will gain knowledge of diets and the difference between trend diets.
- Students will gain an understanding of how what you eat can affect your mental health.
- Students will gain an understanding of how food breaks down when digested.
- Students will gain knowledge of healthy meal options when dining out, including healthy fast-food options.
- Students will gain knowledge of healthy snack options.
- Students will gain knowledge of healthy beverage options.

Essential Questions:

- How do we determine what makes a food or beverage healthy?
- How do we practice health-enhancing behaviors?
- How do we properly read a nutrition label?
- How do we understand food labeling (organic, all natural, non-GMO, etc.)?
- How do we understand proper caloric intake for each body type/activity level?
- How do we understand the positives and negatives of various diets?
- How do we understand how to properly select food while dining out?
- How do we choose snacks that are healthy?

Acquired Knowledge:

- Calories
- Caloric intake
- Caloric output
- Food labels
- Gluten free
- Fat-free
- Non-GMO
• Organic
• All natural
• Healthy fast food options
• Trend diets
• Day Fix
• Weight Watchers
• Paleo diet
• Beach Body
• Vegetarian/vegan lifestyles

Assessments:

Formative Assessments:
• Teacher-led discussion/question and answer
• Peer collaboration with checklist
• Cooperative activities
• Written class work
• Student note taking
• Quizzes/Unit Test

Summative Assessments:
• Final Exam

Accommodations/Modifications:

• Repetition
• Restate directions
• Visual prompts
• Extended time
• Study/test guide
• Preferential seating
• Modified assignments
• Word bank

Enrichment and Extensions:

• Current Events: Research of trending diets
• Cooperative activities: Think - Pair - Share, Stay and Stray Strategy

Technology Integration:

• Internet research: Fad diets, dangers of processed foods, the truth behind organic food labels
• Videos: Food Matters, How to Cook Your Life, The Future of Food, Killer at Large, The Beautiful Truth
• Apps: Wholesome, Calorie Counter and Diet, MyPlate Calorie Tracker, Nutritionix
• Use of teaching app/site: Kahoot, Socrative
Core Content Standards:

2.1.12.B.1: Determine the relationship of nutrition and physical activity to weight loss, weight gain and weight maintenance.

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.

2.1.12.B.3: Analyze the unique contributions of each nutrient class (fats, carbohydrates, protein, water, vitamins and minerals) to one’s health.

2.6.12.A.3: Determine the role of genetics, gender, age, nutrition, activity level and exercise type on body composition.

2.2.12.B.1: Predict the short- and long-term consequences of good and poor decision-making on oneself, friends, family and others.

2.2.12.B.2: Evaluate the impact of individual and family needs on the development of a personal wellness plan and address identified barriers.

2.2.12.E.1: Analyze a variety of health products and services based on cost, availability, accessibility, benefits and accreditation.
Unit 4: Anatomy (10-12 Days)

Introduction:

The Anatomy and Physiology unit is designed for students to examine the structures that make up the human body and the way in which these structures function together to keep humans alive.

Big Ideas:

- The anatomy and systems of the human body work together to enable all necessary functions for healthy living to be possible.

Enduring Understandings:

- Students will understand how anatomy and physiology affect each other.
- Students will understand how anatomy and physiology compare and contrast to each other.
- Students will gain knowledge of what types of bones make up the body and how their structure dictates their function.
- Students will gain knowledge of the muscular system functions, locations and how disease and injury affects them.
- Students will be able to explain how the digestive system works.
- Students will gain knowledge of the immune system and how it affects other body systems.
- Students will learn the functions of the respiratory system and how it connects with the cardiovascular system.
- Students will gain knowledge of the integumentary system and what makes up each layer of skin.

Essential Questions:

- How do Anatomy and Physiology affect each other?
- How do Anatomy and Physiology compare/contrast to each other?
- How do we accurately describe locations of structures and directions as they relate to the body?
- What types of bones make up the body and how does their structure dictate their function?
- How is bone formed and how/why does it change throughout life?
- How do disorders/disease and injury affect the skeletal system?
- What are the functions of the muscular system?
- What is/are the structure, location and function of the three muscle types?
- How are the three muscle types similar and different?
- How does exercise affect your muscles?
- How does the muscular system work with the skeletal system?
- How do disease and injury affect the muscles?
- What are the functions of the digestive system?
- What is the pathway food takes through the tract?
- How is food broken down and nutrients absorbed?
- What are the changes that occur in the digestive system as one ages?
• How does the immune system perform its functions?
• What makes up the immune system?
• How is the nervous system divided/organized?
• How do disorders of the nervous system affect its function and the function of other systems?
• What are the functions of the respiratory system?
• How do the respiratory and cardiovascular system work together?
• What is the pathway of oxygen through the respiratory system?
• What are the names of the layers that make up the skin and how does their structure allow them to function?
• What are the common disorders that affect the integumentary system and what are treatments?

Acquired Knowledge:

• Anatomy
• Physiology
• Structure/function
• Bone
• Muscles
• Ligaments
• Tendons
• Digestive system
• Immune system
• Nervous system
• Respiratory system
• Integumentary system

Acquired Skills:

• Students will be able to identify the basic human anatomy and physiology.
• Students will recognize how the structure and function of the body create movement.
• Students will recognize the various bones, ligaments and tendons of the body.
• Students will be able to identify the path food takes in the digestive system and how the body breaks down the food.
• Students will recognize how the immune system plays an important role in maintaining overall wellness.
• Students will recognize how the nervous system plays a role in the rest of the body systems.
• Students will recognize how the respiratory system brings oxygen into the body.
• Students will identify how the integumentary system helps maintain wellness.

Assessments:

Formative Assessments:
• Teacher-led discussion/question and answer
• Peer collaboration with checklist
• Cooperative activities
• Written class work
• Student note taking
• Quizzes/Unit Test

**Summative Assessments:**
• Final Exam

**Accommodations/Modifications:**
• Repetition
• Restate directions
• Visual prompts
• Extended time
• Study/test guide
• Preferential seating
• Modified assignments
• Word bank

**Enrichment and Extensions:**
• Current events
• Cooperative activities: Reciprocal teaching, Jigsaw Strategy

**Interdisciplinary Connections:**
• Science, Health Education

**Technology Integration:**
• Use of internet for research of anatomy
• Apps: Visual Anatomy Lite, Anatomy 4D
• Website with Activities:
  http://www.pbs.org/wgbh/nova/education/resources/subj_05_03.html

**Core Content Standards:**

5.3.4.A.2: Compare and contrast structures that have similar functions in various organisms and explain how those functions may be carried out by structures that have different physical appearances.

5.3.4.A.3: Describe the interactions of systems involved in carrying out everyday life activities.

2.1.2.A.2: Use correct terminology to identify body parts and explain how body parts work together to support wellness.

2.1.4.A.2: Determine the relationship of personal health practices and behaviors on an individual's body systems.

2.6.12.A.3: Determine the role of genetics, gender, age, nutrition, activity level and exercise type on body composition.

2.6.12.A.4: Compare and contrast the impact of health-related fitness components as a measure of fitness and health.
Unit 5: Injury Prevention/Care (10-12 Days)

Introduction:

The injury prevention and care unit is the unit designed to take a look at wellness from a sports medicine approach for students who are interested in fields such as athletic training, physical therapy, medicine, nursing, fitness, physiology of exercise, kinesiology, nutrition, EMT and other sports medicine-related fields.

Big Ideas:

- Care and prevention of injuries is vital to overall health and wellness.

Enduring Understandings:

- Students will gain an understanding that sports medicine is the care and prevention of athletic injuries.
- Students will gain an understanding that sports medicine offers several different career paths.
- Students will gain knowledge of common injuries of the ankle, knee and shoulder.
- Students will gain knowledge of how rehabilitation programs evaluate sports injuries.
- Students will gain an understanding of how proper taping and/or bracing helps performance.

Essential Questions:

- What are proper stretching techniques pre-exercise?
- What are proper stretching techniques post-exercise?
- What are effective techniques for hydration pre-exercise?
- What are effective techniques for hydration during exercise?
- What are effective techniques for hydration post-exercise?
- How can you determine the difference between chronic and acute injuries?
- How can you determine the difference between muscular and structural injuries?
- How is a concussion diagnosed?
- What are the treatments for a concussion?
- What is the six day protocol for returning to activity after a concussion?
- How do you perform different preventive taping techniques of joints?

Acquired Knowledge:

- Sprain
- Strain
- Muscle tear
- Contusion
- Break
- Fracture
- Stress fracture
- Tennis elbow
- Shin splints
- Athletic trainer
• Dynamic warm-ups
• Static stretches
• Proper warm-up
• Proper cool-down
• Concussion
• Taping vs. Braces
• Chronic
• Acute
• RICE
• Hydration

**Acquired Skills:**

• Students will identify the difference between a sprain and a strain.
• Students will identify the signs of a concussion and proper precautions.
• Students will recognize the importance of a proper warm-up and cool-down.
• Students will recognize the benefits of being adequately hydrated.
• Students will identify the difference between taping an injury and using a brace for an injury.
• Students will identify different minor and major injuries and the ways to proper treat such injuries.

**Assessments**

**Formative Assessments:**

• Teacher-led discussion/question and answer
• Peer collaboration with checklist
• Cooperative activities
• Written class work
• Student note taking
• Quizzes/Unit Test

**Summative Assessments:**

• Final Exam

**Accommodations and Modifications:**

• Repetition
• Restate directions
• Visual prompts
• Extended time
• Study/test guide
• Preferential seating
• Modified assignments
• Word bank

**Enrichment and Extensions:**

• Current Events: Concussion news, professional athletes with injuries
• Cooperative activities: Think - Pair-Share, Wagon Wheel, Stay and Stray Strategy
• Practice of taping and wrapping techniques.

**Interdisciplinary Connections**

• Science, Health, Athletic Training Club

**Technology Integration:**

• Use of internet: Injuries, taping/wrapping techniques
• Videos: Tapping techniques, Torn ACL/MCL
• Use of teaching Apps: Kahoot, Socrative

**Core Content Standards:**

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

2.1.12.C.2: Develop strategies that will impact local, state, national and international public health efforts to prevent and control diseases and health conditions.

2.1.12.D.1: Determine the causes and outcomes of intentional and unintentional injuries in adolescents and young adults and propose prevention strategies.

2.5.12.A.1: Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance and recreational activities

2.1.12.D.6: Demonstrate first-aid procedures, including Basic Life Support and automatic external defibrillation, caring for head trauma, bone and joint emergencies, caring for cold and heat injuries and responding to medical emergencies.
Unit 6: Careers in Health (9-11 Days)

Introduction:

This unit will explore wellness related careers such as nutritionists, Health and PE teachers, physicians, nurses, athletic trainers, physical therapists and other related careers.

Big Ideas:

- Health professions are always needed in our society and can be extremely rewarding.

Enduring Understandings:

- Students will gain knowledge related to the various careers associated with the health field.
- Students will gain an understanding of the requirements for each of the various careers.

Essential Questions:

- What are different health related career options?
- How do you enter a health related career?
- What are different venues where health care professionals are employed?
- What areas of study will students learn in college for these careers?

Acquired Knowledge:

- Health and Physical Education teacher requirements
- Nutritionist
- Dietitians
- Registered nurse
- Physician assistant
- Physical therapist
- Doctor
- Athletic trainer
- College requirements
- Health-related venues

Acquired Skills:

- Students will be able to identify a variety of different options of careers that are health related.
- Students will be able to identify how to obtain a career in the health field.
- Students will be able to identify locations where health careers are located.
- Students will recognize the fields of study they will partake in at college.

Assessments:

Formative Assessments:

- Teacher-led discussion/question and answer
- Peer collaboration with checklist
• Cooperative activities  
• Written class work  
• Student note taking  
• Quizzes/Unit Test  

**Summative Assessments:**  
• Final Exam

**Accommodations/Modifications:**

• Repetition  
• Restate directions  
• Visual prompts  
• Extended time  
• Study/test guide  
• Preferential seating  
• Modified assignments  
• Word bank

**Enrichment and Extensions:**

• Current events  
• Cooperative activities: Field Trip to Liberty Science Center  
• *Live from Surgery*: Students will have the opportunity to watch a live kidney transplant and interact with the doctors performing the surgery.

**Interdisciplinary Connections:**

• Health Education, Science, Athletic Training Club

**Technology Integration:**

• Internet research of various Colleges/Universities that offer health related career options  
• Internet website: [http://explorehealthcareers.org/en/home](http://explorehealthcareers.org/en/home)  
• Use of teaching Apps: Kahoot, Socrative

**Core Content Standards:**

2.2.12.D.1: Plan and implement an advocacy strategy to stimulate action on a state, national, or global health issue, including but not limited to, organ/tissue donation.

9.2.12.C.1: Review career goals and determine steps necessary for attainment.
Unit 7: Mental Health (9-11 Days)

Introduction:
This unit explores the impact of the mind/brain on physical health and wellness.

Big Ideas:
- Mental health can have a direct impact on physical health and overall wellness.

Enduring Understandings:
- Students will gain knowledge of the aspects of mental health.
- Students will gain an understanding of how life factors affect mental health.
- Students will gain knowledge of signs and treatments for mental health illnesses.
- Students will gain an understanding of good coping mechanisms.
- Students will gain an understanding of how to properly cope with stress and stress-relieving techniques.

Essential Questions:
- What does it mean to be mentally healthy?
- What factors in my life affect my mental health?
- What are signs of and treatments for depression?
- How can goal-setting strategies influence my mental health?
- What are strategies to prevent or minimize stress?
- What are some coping mechanisms that could be used to deal with depression?

Acquired Knowledge:
- Anxiety
- Stress
- Good stress
- Negative stress
- Mediation
- Mental health
- Depression
- Breathing techniques
- Post-traumatic stress disorders
- Bipolar disorder
- Self-esteem
- Body image
- Self-harming
- Goal-setting
- Problem-solving
**Acquired Skills:**

- Students will identify what creates anxiety and how to control it.
- Students will identify the different types of stress.
- Students will recognize signs of depression.
- Students will recognize stress-relieving techniques (i.e., breathing techniques, meditations).
- Students will identify how life factors can affect mental well-being.
- Students will identify how life events can cause stressors.
- Students will recognize positive body image and self-esteem.
- Students will recognize problem-solving skills.

**Assessments:**

**Formative Assessments:**
- Teacher-led discussion/question and answer
- Peer collaboration with checklist
- Cooperative activities
- Written class work
- Student note taking
- Quizzes/Unit Test

**Summative Assessments:**
- Final Exam

**Accommodations/Modifications:**

- Repetition
- Restate directions
- Visual prompts
- Extended time
- Study/test guide
- Preferential seating
- Modified assignments
- Word Bank

**Enrichment and Extensions:**

- Current events: Stress, depression affecting teens
- Cooperative activities: Think - Pair - Share, Stay and Stray Strategy, Reciprocal Teaching

**Interdisciplinary Connection:**

- Health, Science
Technology Integration:

- Apps: Pacifica, Depression Tests, 7 Cups
- Videos: One Flew Over the Cuckoo’s Nest, Benny and June, Black Swan, Silver Linings Play Book
- Use of Teaching Apps: Kahoot, Socrative
- Internet research on coping methods, self-esteem builders

Core Content Standards:

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

2.1.12.C.2: Develop strategies that will impact local, state, national and international public health efforts to prevent and control diseases and health conditions.

2.1.12.C.3: Determine the emotional, social and financial impact of mental illness on the family, community and state.

2.1.12.C.4: Relate advances in medicine and technology to the diagnosis and treatment of mental illness.

2.1.12.E.3: Examine how a family might cope with crisis or change and suggest ways to restore family balance and function.

2.1.12.E.4: Develop a personal stress management plan to improve/maintain wellness.