**Scope and Sequence – Wellness** **2016-17**

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| **Course** | Wellness (.5 credits)  |
| ***Instructor(s)*** |  Brett Rhodes Jim Schlatter |
| ***Text*** | *Glencoe Health* by Mary Bronson |
| ***Prerequisite*** | N/A |
| ***Grade*** | 9th  |
| ***Course Description*** | This course incorporates a holistic approach to personal health and wellness. Topics to be covered include mental health, healthy relationships, drug and alcohol use and abuse, and nutritional foundations of health, exercise concepts and practices, media influences and risk taking. Emphasis is on decision making, and developing lifelong habits that enhance our wellness. |
| ***Unit 1*** | (2 weeks) Wellness conceptsContent StandardsHE National Standard 2HE National Standard 3HE National Standard 4HE National Standard 6 |
| ***Unit 2*** | (5 weeks): Communication, Relationships, Mental Health, Suicide and ViolenceContent Standards Covered (Codes only):HE.HS.MH.01HE.HS.MH.02HE.HS.PA.01HE.HS.VS.01HE.HS.VS.02CCSS Literacy Standards Covered (Codes only):9-10.RST.1 9-10.SL.1 9-10.WHST.49-10.RST.2 9-10.SL.2 9-10.WHST.59-10.RST.4 9-10.SL.5 9-10.WHST.69-10.RST.5 9-10.SL.6 9-10.WHST.89-10.RST.7 9-10.WHST.99-10.RST.10 |
| Unit 3 | (2 weeks): Alcohol, Tobacco and DrugsContent Standards Covered (Codes only):HE.HS.AT.01HE.HS.AT.02HE.HS.AT.03HE.HS.MH.01HE.HS.MH.02HE.HS.MH.03HE.HS.IP.01HE.HS.IP.02CCSS Literacy Standards Covered (Codes only):9-10.RST.1 9-10.SL.1 9-10.WHST.49-10.RST.2 9-10.SL.2 9-10.WHST.59-10.RST.4 9-10.SL.5 9-10.WHST.69-10.RST.5 9-10.SL.6 9-10.WHST.89-10.RST.7 9-10.WHST.99-10.RST.10 |
| Unit 4 |  (3 weeks): Nutrition, exercise Content Standards Covered (Codes only):HE.HS.HE.01HE.HS.HE.02HE.HS.HE.03HE.HS.PA.02CCSS Literacy Standards Covered (Codes only):9-10.RST.1 9-10.SL.1 9-10.WHST.49-10.RST.2 9-10.SL.2 9-10.WHST.59-10.RST.4 9-10.SL.5 9-10.WHST.69-10.RST.5 9-10.SL.6 9-10.WHST.89-10.RST.7 9-10.WHST.99-10.RST.10 |
| ***Unit 5*** | (2 weeks) Media influences, risk taking HE National Standard 2HE National Standard 5HE National Standard 3HE National standard 7 |
| ***EA Opportunities*** | None |
| ***CRLE Opportunities*** | None |
| ***Work Sample(s) or Performance Task Opportunities*** |  |

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| **Unit 1:** | Mental Health, Suicide & Violence |
| ***Time Frame*** | 5 weeks |
| ***Summary of Unit*** | Students will understand how sleep, stress, violence and mental illness affect our overall mental health and wellbeing.  |
| ***Oregon Content Standards*** | Standard’s Code | Oregon Content Standard  |
| HE.HS.MH.01 | Explain different signs and symptoms of addictive behaviors. |
| HE.HS.MH.02 | Identify school and community resources that support people with addictive behaviors. |
| HE.HS.PA.01 | Explain physical, academic, mental and social benefits of physical activity and the relationship of a sedentary lifestyle to chronic disease. |
| HE.HS.VS.01 | Describe the consequences of prejudice, discrimination, racism, sexism, and hate crimes. |
| HE.HS.VS.02 | Advocate for the promotion of respect and empathy for individual differences. |
| ***CCSS Literacy Standards***  | CCSS’ Code | CCSS Literacy Standard |
| 9-10.RST.1  | Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. |
| 9-10.RST.2  | Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. |
| 9-10.RST.4  | Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts. |
| 9-10.RST.5  | Analyze the structure of the relationships among concepts in a text, including relationships among key terms. |
| 9-10.RST.7  | Translate quantitative or technical information expressed in words in a text into visual form (e.g. a table or chart) and translate information expressed visually or mathematically into words. |
| 9-10.RST.10 | By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently. |
| 9-10.SL.1  | Initiate and participate effectively in a range of conversations and collaborative discussions with diverse partners on grades 9-10 topics, texts and issues, building on others’ ideas and expressing their own clearly and persuasively |
| 9-10.SL.2  | Integrate and evaluate information presented in diverse media or formats evaluating the credibility and accuracy of each source. |
| 9-10.SL.5  | Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. |
| 9-10.SL.6  | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. |
| 9-10.WHST.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience. |
| 9-10.WHST.5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| 9-10.WHST.6 | Use technology, including the internet, to produce, publish and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. |
| 9-10.WHST.8 | Gather relevant information from multiple authoritative print and digital sources, using advanced 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. |
| 9-10.WHST.9 | Draw evidence from informational texts to support analysis, reflection and research. |
| ***Major Assignments/******Learning Activities*** | * Self-inventory presentation
* Health continuum
* Daily warm up activities
* Packets include:
* Bookwork, vocabulary, articles, video notes
 |
| ***Learning Targets*** | For 2015-16 |
| ***Essential Questions*** | For 2015-16 |
| ***Common Summative Assessments*** | * Stress, sleep & self-esteem test
* Mental Illness & Violence test
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| ***Academic Vocabulary*** | For 2015-16 |
| ***Performance Tasks or Work Samples*** | None |
| ***Materials*** | Colored pencils, markers, glue sticks, notes, worksheets, old magazines*Glencoe Health* by Mary Bronson |

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| **Unit 2:** | Alcohol, Tobacco and Drugs |
| ***Time Frame*** | 4 weeks |
| ***Summary of Unit*** | Students will understand how alcohol, tobacco and drugs affect their over all health.  |
| ***Oregon Content Standards*** | Standard’s Code | Oregon Content Standard  |
| HE.HS.AT.01 | Explain the relationship between alcohol and other drug use on vehicle crashes, injuries, violence, suicide, and sexual risk behavior. |
| HE.HS.AT.02 | Demonstrate refusal skills around drinking and driving or being a passenger when the driver has been drinking and driving. |
| HE.HS.AT.03 | Analyze the influences and pressure teenagers face regarding issues of alcohol, tobacco and other drug use. |
| HE.HS.MH.01 | Explain different signs and symptoms of addictive behaviors. |
| HE.HS.MH.02 | Identify school and community resources that support people with addictive behaviors. |
| HE.HS.MH.03 | Identify how to communicate to a friend or relative you think is an addict and should get support/help. |
| HE.HS.IP.01 | Examine the impact of alcohol, tobacco and other drug use on unintentional injury. |
| HE.HS.IP.02 | Set a personal goal to avoid driving when under the influence of alcohol or other drugs or riding in a vehicle when the driver is under the influence of alcohol or other drugs. |
| ***CCSS Literacy Standards***  | CCSS’ Code | CCSS Literacy Standard |
| 9-10.RST.1  | Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. |
| 9-10.RST.2  | Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. |
| 9-10.RST.4  | Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts. |
| 9-10.RST.5  | Analyze the structure of the relationships among concepts in a text, including relationships among key terms. |
| 9-10.RST.7  | Translate quantitative or technical information expressed in words in a text into visual form (e.g. a table or chart) and translate information expressed visually or mathematically into words. |
| 9-10.RST.10 | By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently. |
| 9-10.SL.1  | Initiate and participate effectively in a range of conversations and collaborative discussions with diverse partners on grades 9-10 topics, texts and issues, building on others’ ideas and expressing their own clearly and persuasively |
| 9-10.SL.2  | Integrate and evaluate information presented in diverse media or formats evaluating the credibility and accuracy of each source. |
| 9-10.SL.5  | Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. |
| 9-10.SL.6  | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. |
| 9-10.WHST.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience. |
| 9-10.WHST.5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| 9-10.WHST.6 | Use technology, including the internet, to produce, publish and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. |
| 9-10.WHST.8 | Gather relevant information from multiple authoritative print and digital sources, using advanced 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. |
| 9-10.WHST.9 | Draw evidence from informational texts to support analysis, reflection and research. |
| ***Major Assignments/******Learning Activities*** | * Drug presentation in a group
* Daily warm up activities
* Packets include:
* Bookwork, vocabulary, articles, video notes
 |
| ***Learning Targets*** | For 2015-16 |
| ***Essential Questions*** | For 2015-16 |
| ***Common Summative Assessments*** | * Alcohol, Tobacco and Marijuana test
* Drugs test
 |
| ***Academic Vocabulary*** | For 2015-16 |
| ***Performance Tasks or Work Samples*** | None |
| ***Materials*** | Colored pencils, markers, glue sticks, notes, worksheets, old magazines, ipads*Glencoe Health* by Mary Bronson |

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| **Unit 3:** | Nutrition |
| ***Time Frame*** | 3 weeks |
| ***Summary of Unit*** | Students will understand how nutrition affects their overall health.  |
| ***Oregon Content Standards*** | Standard’s Code | Oregon Content Standard  |
| HE.HS.HE.01 | Describe dietary guidelines, food groups, nutrients and serving size for healthy eating habits. |
| HE.HS.HE.02 | Critique the adequacy of own diet for key nutrients and identify foods that supply the identified nutrients. |
| HE.HS.HE.03 | Set a personal goal based on a dietary analysis to enhance health. |
| HE.HS.PA.02 | Access information about recommended amount and types of physical activity for adolescents. |
| ***CCSS Literacy Standards***  | CCSS’ Code | CCSS Literacy Standard |
| 9-10.RST.1  | Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. |
| 9-10.RST.2  | Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. |
| 9-10.RST.4  | Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts. |
| 9-10.RST.5  | Analyze the structure of the relationships among concepts in a text, including relationships among key terms. |
| 9-10.RST.7  | Translate quantitative or technical information expressed in words in a text into visual form (e.g. a table or chart) and translate information expressed visually or mathematically into words. |
| 9-10.RST.10 | By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently. |
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| 9-10.SL.2  | Integrate and evaluate information presented in diverse media or formats evaluating the credibility and accuracy of each source. |
| 9-10.SL.5  | Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. |
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| 9-10.WHST.5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| 9-10.WHST.6 | Use technology, including the internet, to produce, publish and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. |
| 9-10.WHST.8 | Gather relevant information from multiple authoritative print and digital sources, using advanced 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. |
| 9-10.WHST.9 | Draw evidence from informational texts to support analysis, reflection and research. |
| ***Major Assignments/******Learning Activities*** | * Daily warm up activities
* Packets include:
* Bookwork, vocabulary, articles, video notes
 |
| ***Learning Targets*** | For 2015-16 |
| ***Essential Questions*** | For 2015-16 |
| ***Common Summative Assessments*** | * Cumulative Final
 |
| ***Academic Vocabulary*** | For 2015-16 |
| ***Performance Tasks or Work Samples*** | None |
| ***Materials*** | Notes, worksheets, iPads*Glencoe Health* by Mary Bronson |