**Week of June 8th-12th**
**Monday**
*Essential Learning*

* Mental & Emotional Health Unit Quiz

**Tuesday**
*Essential Learning*

* Substance Abuse Unit Learning Objectives
* Substance Abuse Unit Notes (pgs. 41-47)
* Take this confidential [Substance Abuse Survey](https://docs.google.com/forms/d/e/1FAIpQLSf3fho7uUe9IkMxD8ohnTXQJ9gJs-nPz7pwZXwxcDswOJdfGw/viewform)...I'll compile the results and share with you statistics which actually means something because the population is your own class!

*Supplemental Activity*

* This [opioid flyer from the Department of Health & Human Services](https://www.hhs.gov/opioids/sites/default/files/2019-11/Opioids%20Infographic_letterSizePDF_10-02-19.pdf) would typically be put on the back of your unit learning objectives.  As opioids have been a hot topic in this country for several years now, I thought you might find the info interesting.

**Wednesday**- Last day for Seniors!
*Essential Learning*​

* [Video/Notes:  Introduction to Unit, Terminology](http://somup.com/cY16FIQ2Zf) (pgs. 41-42)

​**Thursday***Essential Learning*​

* [Video/Notes:  Wrap Up Terminology (pg. 42)](http://somup.com/cY1XbmQDhh)
* Watch the first 12-15 minutes of ["The METH Epidemic" Video](http://www.pbs.org/wgbh/pages/frontline/meth/) (notes can be taken on pg. 47 on the "Meth" line)
* Please do not forget to complete the[Substance Abuse Survey](https://docs.google.com/forms/d/e/1FAIpQLSf3fho7uUe9IkMxD8ohnTXQJ9gJs-nPz7pwZXwxcDswOJdfGw/viewform)

​**Friday**- All missing SENIOR essential learning activities due in Teams by 11:59pm!
*Essential Learning*​​

* Free work day! (I'll be at Skyline most of the day sending Seniors off!)
* Please do not forget to complete the[Substance Abuse Survey](https://docs.google.com/forms/d/e/1FAIpQLSf3fho7uUe9IkMxD8ohnTXQJ9gJs-nPz7pwZXwxcDswOJdfGw/viewform)
* You may choose to continue watching "The METH Epidemic" if you do not have any make up work to do for Health

**Week of June 1st-5th**
**Monday**
*Essential Learning*

* [Video/Notes:  Mental health defined, some mental health terminology and emotions](http://somup.com/cY1VbQjW2p) (pgs. 35-36)
* Thinking Traps Handout (no need to print off)
* We'll do a Mental/Emotional Health Unit Note check Friday
* Depending on how much we get through, plan on having the Mental/Emotional Health Unit quiz Thursday.  If we need more time it will be pushed to Friday.

*​Supplementary Activity*

* Typically we would watch "[Killing Us Softly 4](https://www.killingussoftly4.org/)" in class to compliment our discussion surrounding *body image* and *self-esteem* (though it addresses MANY other health topics).  Unfortunately, it is not available for free.  But if you're interested in advertising/marketing and psychology, it's a pretty good film.​
* It is not uncommon for people, especially young people, to wonder, "Am I normal?"  I don't know that we can define "normal" but I can offer you this table given to me by a physician that summarizes characteristics of development.  I thought it was interesting and thought I'd share it with y'all.

**Tuesday**
*Essential Learning*

* [Video/Notes:  Finish emotions, coping strategies and stress.](http://somup.com/cY1nbjQVDm) (pgs. 36-38)

*Supplemental Activity*

* Check out [phobialist.com](http://phobialist.com/)!  Some of the phobias are legitimate, but accordingly to a psychiatrist I asked...quite a few of them are bogus.  Know your reliable sources!
* Anger Inventory--on a scratch piece of paper or in the margins of your notes respond to the statements.  Count how many A, B and C responses you have.  I'll divulge the results in tomorrow's video!
* Complete Stress Test 1 (breaks stress down into four areas; for "C. At Work", think C. At School and just like we do with Employability Skills, "colleagues/staff" = students/classmates, "line manager" = teacher/coach/admin. and so on) and/or Stress Test 2 (widely used stress test; designed for adults, but I modified it to be more applicable to students.  Note:  You can only count a stressor if it has occurred in the last 12 months) as a reflection of where you might be stress wise.  Neither of these tests are intended to take the place of professional healthcare providers.  If you have real concerns, please seek medical attention.

**Wednesday**
*Essential Learning*​

* [Video/Notes:  Finish Stress; begin Abnormal Psychology](http://somup.com/cY1eFbQeZN)(pg. 37-38)

*Supplemental Activity*

* ​Stress Management Reflection

​**Thursday**
*Essential Learning*​

* [Video/Notes:  Finish Abnormal Psychology, Suicide](http://somup.com/cY1fFFQhYg) (pgs. 38-39)

   *Supplemental Activity​*

* [Learning Disorder Simulation](http://www.pbs.org/wgbh/misunderstoodminds/attentionbasics.html)
* Depression and Anxiety Reflection

​**Friday** - Mental/Emotional Health Unit Note Check (pgs. 32-40) due in Teams!  **Missing assignments from BEFORE the closure are due!**
*Essential Learning*​​

* [Video/Notes:  Finish Suicide, Clinicians](http://somup.com/cY1hblQie8) (pgs. 39-40)

   *Supplemental Activity*
      A demonstration of how the brain L-O-V-E-S patterns and organization!  You'll need a pencil, stopwatch and printed
      copies of the exercise sheets.  Follow the instructions carefully:

1. ​​Download/Print off the "Exercise 1 Sheet" ONLY.  **Do not** download/print off the "Exercise 2 Sheet" until you have completed steps 2 and 3 below.
2. Like connect-the-dots, you'll use a pencil to connect the numbers on the exercise sheets, starting at 1 and ending at 63.  There are no tricks, all numbers are present...promise.
3. **Exercise 1** - When you're ready to begin, place your pencil on the number 1, start your stopwatch and begin connecting numbers as quickly as you can...connect 1 to 2, 2 to 3, 3 to 4, etc.  When you have reached 63, stop your stopwatch and make a note of how long it took you somewhere on the sheet.  Set your Exercise 1 sheet aside.
4. Now, download and print off the "Exercise 2 Sheet."  You'll notice something has been added to this sheet though the numbers remain the same in every way.  Promise.
5. **Exercise 2** - When you're ready to begin, place your pencil on number 1, start your stopwatch and begin connecting numbers as quickly as you can.  When you have reached 63, stop your stopwatch and make a note of how long it took you somewhere on the sheet.
6. Compare your times between Exercise 1 and Exercise 2.  Which one was faster?  Why?

**Week of May 25th-29th**
**Monday** - No Classes (Memorial Day)
**Tuesday**
*Essential Learning*​

* Mental & Emotional Health Unit Notes
* [Video/Notes:  The Brain and Neural Communication](http://somup.com/cYhObCjKLV)

*​Supplemental Activity*

* Don't forget to upload a picture of your Memorial Day Weekend adventures if you'd like!​

**Wednesday**
*Essential Learning*​

* [Video/Notes:  Memory and Learning; Sleep](http://somup.com/cYhtrJjM5b)

**Thursday**
*Essential Learning*​

* [Film/Notes:  Watch the first 25 minutes of "Inside the Teenage Brain"](http://www.pbs.org/wgbh/pages/frontline/shows/teenbrain/) (there is space in your notes to write down info from the film)

​**Friday**
*Essential Learning*​

* [Film/Notes:  Watch remaining 25 minutes of "Inside the teenage Brain"](http://www.pbs.org/wgbh/pages/frontline/shows/teenbrain/)

**Week of May 18th-22nd**
**Monday** - Investigating Food Packaging Worksheet due in Teams by 11:59pm
*Essential Learning*

* [Video:  Correct/Revisit the Investigating Food Packaging Worksheet](http://somup.com/cYhFFqjyCq)
* If you need them, the videos of Product 1:  Cinnamon Toast Crunch w/Milk and Product 2:  CLUB Crackers are below under "Course Files by Unit"
* Up close view of Cinnamon Toast Crunch info

**Tuesday**
*Essential Learning*​

* [Video:  Wrap up Dietary Guidelines/Recommendations and Food Packaging; Good Measures of Health & Fitness and began Diets](http://somup.com/cYhqFmjzpu)
* Note Check (pgs. 29-31) due Friday in Teams by 11:59pm

*Supplemental Activity*

* Watch a clip from the "Bigger, Faster, Stronger" documentary about supplements...humorous and insightful (and ironic it's a "Supplemental Activity")!

**Wednesday**
*Essential Learning*​

* [Video:  Finish Diets; review](http://somup.com/cYhYFxjgYT)

*​Supplemental Activity*

* While health classes no longer have time in a semester to cover exercise and fitness, I often provide my students with such information in their notes.  I did not provided those pages in your nutrition notes, but if you're interested you can check out these PowerPoint slides for some basic exercise and fitness information.

**Thursday**
*Essential Learning*

* Nutrition Unit Quiz (Text me for a password when you are ready to begin.  You may use your notes and other activities to respond to questions.  And quizzes must be begun **no later than 6pm**)

​**Friday**- Note Check (pgs. 29-31) due in Teams by 11:59pm
*Essential Learning*​

* Free work day!  No new content or activities...use the time to get caught up in this class or your other classes.
* **Enjoy your Memorial Day weekend!** We'll begin the Mental/Emotional Health Unit Tuesday.

*Supplemental Activity*

* Upload ONE picture to Teams reflecting what you did over your extended weekend.  I'll make a slideshow with them!

**Week of May 11th-15th**
**Monday**
*Essential Learning*

* Today and tomorrow, you'll want to have at least 9 different colored writing utensils (i.e. highlighters, markers, colored pencils, crayons, etc.)
* Also, if you have not been in the habit of printing off the notes, I would recommend you do so for pgs. 29-30...we're going to be marking them up quite a bit
* Use these slides to correct/complete the label and claims table in your notes (pg. 28)
* [Video:  Food Package Claims and the Nutrition Facts Label.](http://somup.com/cYhXqEjDlS)

   *Supplemental Activities*

* A little video of the Reed residence and our ducks!
* ["What the Label Doesn't Tell You" Article](https://cspinet.org/sites/default/files/attachment/special_report_-_label_makeover.pdf)
* [Side-by-Side Comparison of the New and Old Nutrition Facts Labels](http://weebly-file/2/5/1/3/2513991/old_and_new_nutrition_facts_labels.pdf)

 **Tuesday**
*Essential Learning*​

* Free work day!  Use today's time to get caught up in this and/or your other classes.  If you need help with anything, I'm a text or email away.

**Wednesday**
*Essential Learning*​

* ​[Video:  Ingredients List and Food Additives](http://somup.com/cYhIFuj3Fg) (remember you'll need different colored writing utensils to do some color coding on pg. 29 of your notes)

*Supplemental Learning*

* Added Sugar and Corn Derivatives (could be handy for tomorrow's activity!)

**Thursday**
*Essential Learning*

* Investigating Food Packaging Worksheet (I will provide the food package you are to investigate...please do not use a food product from your home; due in Teams by 11:59pm Monday)
* Product 1:  Cinnamon Toast Crunch

**Friday**
*Essential Learning*

* Continue work on Investigating Food Packaging Worksheet - Product 2:  Club Crackers-Original
* If you finish the worksheet today and have time remaining for this class, double check Skyward and Teams to make sure everything is accurate and/or upload missing/incomplete activities
* Have a tremendous weekend people!

**Week of May 4th-8th**
**Monday**
*Essential Learning*

* Sexual Health Unit Quiz

 **Tuesday** - Today we begin the Nutrition Unit!
*Essential Learning*​

* The [unit notes](http://weebly-file/2/5/1/3/2513991/nutrition_unit_notes.pdf) and [learning objectives](http://weebly-file/2/5/1/3/2513991/nutrition_only_learning_objectives.pdf) can be found below and in Teams.  Unlike the Sexual Health Unit, we will be doing a note check once a week.  Therefore, I highly recommend you print off a copy of the notes OR, to save trees, you can enter information into the note file itself and save a copy (please use a font color other than black and bold your responses so they stand out from the rest of the notes)
* [Video:  Energy and the Macronutrients](http://somup.com/cYhhqFjc41) (pg. 26 in notes)​

**Wednesday**
*Essential Learning*​

* [Video:  Energy, Micronutrients and Water; Eating](http://somup.com/cYh1qEjeSH) (pgs. 26-27)

*Supplemental Activity*

* [Calculate your own *approximate*basal metabolic rate](http://weebly-file/2/5/1/3/2513991/ree_calculation.pdf) (the equation will determine how many calories you burn per minute...which is not very helpful.  So take your answer and multiple 60mins/hour.  Now you know how many calories you're burning per hour just being alive.  We can make this figure even more useful by multiplying your answer in hours by 24hr/day.  NOW you have an approximation of your own basal metabolic rate per day!)
* Example for a person weighing 150 pounds (values in bold have been determined through laboratory experiments and research, serving only as average values for the average person):

               1,  150lbs / 2.2 = 68.181818kg
               2.  68.18kg x **3.5 mL of O2/min** = 238.636363 mL of O2 consumed/min/kg
               3.  238.63mL/min/kg / 1,000mL = .23863L/min/kg
               4.  .23863L/min/kg x **5 Calories burned/min** = 1.1931C/min
               5.  1.1931C/min x 60mins/hr = 71.5909C/hr
                  6.  71.5909C/hr x 24hrs/day = 1,718.18C/day
**Thursday**
*Essential Learning*

* [Video:  Eating Recommendations and Dietary Guidelines](http://somup.com/cYhiYhjioW) (pgs. 27-28)

**Friday** - Unit Note Check (pgs. 26-28; including today's researched terms) due in Teams by 11:59pm
*Essential Learning*

* Through research, try to come up with the term matching each definition listed on pg. 28 under "Food Packaging:  Claims & Terms."  HINT:  The FDA is a great source...

**Week of April 27th-May 1st**
**Monday**
*Essential Learnings*

* [Slideshow/Notes:  Undoing Gender Stereotypes, Coercion & Consent and Abstinence & Refusal Skills](http://weebly-file/2/5/1/3/2513991/adapted_sex_ed_pp.pdf); you will need to *read* the additional information found in your notes (pgs. 19 through half of 21) that the slideshow does not specifically address.
* Continue to submit anonymous questions as they come up [here](https://docs.google.com/forms/d/e/1FAIpQLSd0l15s7nm3C-FXZTAYi7vVZAviI0cZe93Zhg8GSlW5LwMyTQ/viewform)!
* Remember, the [TV Violence Analysis](http://weebly-file/2/5/1/3/2513991/logging_television_violence-one_show.pdf) assignment is due this Friday in Teams by 11:59pm

*Supplemental Activities*

* [Coercion & Consent Scenarios](http://weebly-file/2/5/1/3/2513991/hs_7_consentscenarios.pdf) - Determine if consent is possible in the given scenarios and reflect on why or why not
* [Refusal Skills Practice Scenario](http://weebly-file/2/5/1/3/2513991/refusal_skills.pdf) - Think about how you would respond to the scenario based on the refusal skills listed in the slide show, *mentally* filling in the blanks where indicated on the sheet

**Tuesday**
*Essential Learning*

* Using [Planned Parenthood's website](https://www.plannedparenthood.org/learn/birth-control) *only*, complete the interactive [Birth Control Methods Worksheet](http://weebly-file/2/5/1/3/2513991/contraception_ws_new.docx).  **TIPS:**  DO NOT open in Google Docs or the interactive aspects of the document will not work.  If you're using Word and you cannot engage the interactive aspects, simply:  1. delete the "Click here to enter text" boxes and type your answer and 2. delete the selection box (for the "Functions" and "Used By" columns) and type a capital X in its place.
* The worksheet will constitute your birth control method notes.  Therefore, you do not need to complete the birth control method note blanks on pages 21-22.  Remember to read the "Key Concepts" provided in your notes, however.
* The worksheet will take longer than 25-30 minutes to complete, so do about half of it today and the other half tomorrow.  Due Friday in Teams by 11:59pm.

**Wednesday**
*Essential Learning*​

* Continue work on the Birth Control Methods Worksheet (Due Friday)
* Have any questions about birth control or other sexual health topics?  Submit 'em [here](https://docs.google.com/forms/d/e/1FAIpQLSd0l15s7nm3C-FXZTAYi7vVZAviI0cZe93Zhg8GSlW5LwMyTQ/viewform)!

**Thursday**
*Essential Learning*

* Read the "Preventing HIV and Other STD's" key concepts starting on pg. 22 of your notes
* Notes:  On pg. 23, try to write as many responses as you can for each question/prompt in the space provided.  Then, compare your responses with [those provided by FLASH](http://weebly-file/2/5/1/3/2513991/sex_posters.docx).  If FLASH lists responses you did not already have written down, add 'em to your notes!
* Read the "Condoms to Prevent Pregnancy, HIV and Other STD’s" key concepts at the bottom of pg. 23.
* Notes:  On pg. 24, use these [virtual flash cards](http://weebly-file/2/5/1/3/2513991/virtual_condom_line-up_cards.pdf) to write out the 9 "steps to correctly placing a condom" in the right order (I would recommend using pencil incase you need to make a correction!); an answer key will be made available later.
* I haven't received and questions since last week...submit 'em [here](https://docs.google.com/forms/d/e/1FAIpQLSd0l15s7nm3C-FXZTAYi7vVZAviI0cZe93Zhg8GSlW5LwMyTQ/viewform) if you've got 'em!

**Friday** - **TV Violence Analysis** and **Birth Control Methods Worksheet due in Teams by 11:59pm!**
*Essential Learning*

* The correct order for your condom notes on pg. 24 should be as follows (make corrections as needed):

                  1.  Check the expiration date
                  2.  Carefully open the package without using teeth
                  3.  Pinch the tip of the condom and place at end of penis
                  4.  Roll condom down the erect penis
                  5.  Sex/intercourse with the condom
                  6.  Ejaculation with the condom
                  7.  Hold condom on penis while pulling out
                  8.  Take condom off penis
                  9.  Throw condom in garbage, not the toilet

* The Sexual Health/FLASH Unit Quiz will be Monday.  It will be a Google Form and consist of multiple choice, true/false and matching.  Your notes and unit learning objectives should provide you what you need to do well...the test questions are FLASH test questions.
* Make sure you turn in your assignments due today and review for Monday's unit quiz
* Have a great weekend!

   *Supplemental Activity*

* The information relating to HIV/AIDS in your unit notes (pgs. 24-25) is something I do in addition to FLASH curriculum.  I have provided the slides [here](http://weebly-file/2/5/1/3/2513991/sexual_health.pdf) for your information and would recommend you at least look through the slides...the info might help you with Monday's unit quiz.  You do not need to fill in you notes blanks.

**Week of April 20th-24th**
*Essential Learnings*

* Read [Welcome "Back" Letter and Expectations](http://weebly-file/2/5/1/3/2513991/course_expectations_letter.docx)
* Explore our Microsoft Teams group through [ClassLink](https://launchpad.classlink.com/issaquah%22%20%5Ct%20%22_blank) and Office 365 (your typical school login information will give you access); this may be a location where coursework is assigned/submitted so it would be a good idea to familiarize yourself with its layout...it's new to me so I might need YOUR help!
* Finish and submit your [Spiritual Health Planning Worksheet](http://weebly-file/2/5/1/3/2513991/true_to_you_planning_sheet-spiritual.pdf) and [Other Goal Planning Worksheet](http://weebly-file/2/5/1/3/2513991/true_to_you_planning_sheet.pdf) by Friday (attach them to the appropriate assignments in Teams; see image below)
* Review the Sexual Health Learning Objectives ([Word](http://weebly-file/2/5/1/3/2513991/sexual_health_learning_objectives.docx) | [PDF](http://weebly-file/2/5/1/3/2513991/sexual_health_learning_objectives.pdf)) and the unit notes ([Word](http://weebly-file/2/5/1/3/2513991/sexual_health_unit_notes.docx) | [PDF](http://weebly-file/2/5/1/3/2513991/sexual_health_unit_notes.pdf)) to begin the the Sexual Health/FLASH unit

**Tuesday**
*Essential Learning*

* ​[Video/Notes: Introduction to Sexual Health; Anatomy of the Reproductive Systems](http://somup.com/cYfrq2irEJ)
* Sexual Health Unit Note Pages ([Word](http://weebly-file/2/5/1/3/2513991/sexual_health_unit_notes.docx) | [PDF](http://weebly-file/2/5/1/3/2513991/sexual_health_unit_notes.pdf))

*​   Supplemental Activity*

* [Male](http://weebly-file/2/5/1/3/2513991/male_reproductive_anatomy.pdf) and [Female](http://weebly-file/2/5/1/3/2513991/female_reproductive_anatomy.pdf) Reproductive Anatomy Worksheets (answer keys available in Teams)

**Wednesday**- Happy Earth Day!
*Essential Learning*

* [Video/Notes:  Finish Female Reproductive System; begin Sexual Contact, Sexual Response and Pregnancy](http://somup.com/cYf3qXiT2o)
* [Anonymous Sexual Health Question Form](https://docs.google.com/forms/d/e/1FAIpQLSd0l15s7nm3C-FXZTAYi7vVZAviI0cZe93Zhg8GSlW5LwMyTQ/viewform)(if you do not have a question you would like to ask, you do not need to submit one...this is NOT an assignment, just an opportunity)

*Supplemental Activity*

* [Two Truths and A Lie Worksheet](http://weebly-file/2/5/1/3/2513991/truths_and_lies.pdf)

**Thursday**
*Essential Learning*

* I was reminded I need to collect your [TV Violence Analysis assignment](http://weebly-file/2/5/1/3/2513991/logging_television_violence-one_show.pdf) which was given to you prior to the closure.  I have created it as an assignment in Teams so you can upload it there.  Again, if you do not have a scanner please follow [these instructions](http://weebly-file/2/5/1/3/2513991/coursework_submission.docx).  Lets have the assignment be uploaded by next Friday (May 1st).
* [Video/Notes:  Finish Pregnancy; begin Sexual Orientation and Gender Identity](http://somup.com/cYf0rniUlf)
* [Sex and Gender Characteristics](http://weebly-file/2/5/1/3/2513991/sex_and_gender_characteristics_notes.docx) (use this document to complete note blanks on pg. 19)
* Don't forget to submit your [anonymous questions](https://docs.google.com/forms/d/e/1FAIpQLSd0l15s7nm3C-FXZTAYi7vVZAviI0cZe93Zhg8GSlW5LwMyTQ/viewform) if you have them!

*Supplemental Activity*

* [Presentation provided by our own GSA club](http://weebly-file/2/5/1/3/2513991/gsa_presentation.pdf)...for more information regarding sexual orientation and gender identity!

**Friday** - Spiritual Health and Other Goal Planning Worksheets due to Teams by 11:59pm!
*Essential Learning*

* [Video/Notes:  Sexual Orientation and Gender Identity Terminology](http://somup.com/cYfZFDiwLQ)
* Use remaining time to get your planning worksheets completed (recall I do not need mentor signatures on the planning worksheets) and uploaded to Teams TODAY **and/or** complete the [Sex and Gender Characteristics](http://weebly-file/2/5/1/3/2513991/sex_and_gender_characteristics_notes.docx) portion of your unit notes
* You can also use any remaining time to finish up your TV Violence Analysis worksheet which should be submitted to Teams by next Friday (assigned prior to the closure)
* Submit any [anonymous questions](https://docs.google.com/forms/d/e/1FAIpQLSd0l15s7nm3C-FXZTAYi7vVZAviI0cZe93Zhg8GSlW5LwMyTQ/viewform) if you have them!

**Week of April 13th-17th - Spring Break**

**Week of April 6th-10th**
**Week's Enrichment Activity:**
It seems like most of the activities I have that are "ready to roll" are related to **environmental health** (I told you I was an environerd)!  Remember, this is an *optional* activity, but worth doing.  It has you examine how your household manages its waste and some ideas about how to recycle unusual objects/materials.  I adapted the worksheet provided by the King County Green Schools Program (which used to visit my classroom).  Give it a try:  [Waste Prevention and Recycling Home Survey](http://weebly-file/2/5/1/3/2513991/home_waste_survey.docx).

**Week of April 6th-10th**
**Reminders/Announcements:**

1. Please join the Remind group I have created for our class by either going to <https://www.remind.com/join/99g7bb6> OR texting **@99g7bb6** to **81010**
2. If you have missing work you need to submit, you may scan and email it to me.
3. Continue working on your "True to You" Project; email me if you have questions.

**Week's Activity:**
It seems like most of the activities I have that are "ready to roll" are related to environmental health (I told you I was an environerd)!  Remember, this is an *optional* activity, but worth doing.  It has you examine how your household manages its waste and some ideas about how to recycle unusual objects/materials.  I adapted the worksheet provided by the King County Green Schools Program (which used to visit my classroom).  Give it a try:  Waste Prevention and Recycling Home Survey.

**Week of March 30th-April 3rd**
**Reminders/Announcements:**

1. If you have missing work you need to submit, you may scan and email it to me.
2. Continue working on your "True to You" Project; email me if you have questions.

**Week's Activity:**
In our "What is Health?" Unit we discussed*health life skills* like being a wise consumer and accessing/assessing health information.  During our Social Health Unit the topic of environmental health was also discussed.  We never have enough time to go through these topics in the detail I wish we could...they are critically important and very interconnected!  That said, this week I would like students to watch *at least*one of the following documentaries (one you have not seen before):

* **"The Devil We Know"** (chemicals; available through Netflix and Amazon Prime Video)
* **"An Inconvenient Truth"**(global warming; available through Amazon Prime Video)
* **"Food, Inc."**(food industry; available through Hulu and Amazon Prime Video)

While watching, consider the following:

1. How is human activity impacting the environment in the video?  **OR**  What human action(s) in the video are harming the environment?
2. As a result of this harmful environmental impact(s), what are the costs to human health?  **OR**  How does polluting the environment result in human health problems?
3. Who/what should be held responsible for the impact(s) human activity has on the environment?  Why?
4. What choices can we make*as consumers* to help the environment and, consequently, protect human health?

**Week of March 23rd-27th
Week’s Activity:**

Hey kids!  As far as reinforcing content we've covered in class this semester, I think the best thing you could be doing is working on your "True to You" project.  Lets not worry about submitting anything to me at this time, but use the project outline to guide you towards reaching your goal.  You can use the planning calendar to map out what you're going to do when.  Most of the T2U documents needed are linked below under "Course Files by Unit."  Of course, email me if you have questions and stay tuned for further updates.

**Week of March 16th-20th**

Mandated school closure all week.

**Week of March 9th-13th**
**Monday**--Provided "results" page for the Conflict Questionnaire taken as Journal Entry #8.  Handout:  Unit
​   Notes (pgs. 13-14).  Notes:  Conflict; began Abuse.
**Tuesday**--Notes:  Finished Abuse; Violence and Prevention/Help.  **Assignment:**  Television Violence Analysis
   (due Tuesday).  Activity:  Buddy Bingo (absent students need not make this up).  Use the "What is Health" and
   Social Health Unit Learning Objectives handed out at the beginning of each unit to help you study for
   Thursday's quiz (see below under "Course Files" if you don't have a copy with you)!
**Wednesday**--Even class periods only.
**Thursday**--"What is Health"/Social Health Unit Quiz.  Handout:  Mental/Emotional Health Unit Learning
   Objectives.
**Friday**--Mandated School Closure

**Week of March 2nd-6th**
**Monday**--Handout:  Unit Notes (pgs. 11-12).  Notes:  Communication.  Journal Entry #6:  Active Listening
   Inventory.
**Tuesday**--**Assignments:**  T2U Spiritual Health Planning Worksheet (due 3/13) and T2U Other Goal Planning
   Worksheet (due 3/27); see the T2U project outline/criteria below for more information.  Notes:  Finished
​   Communication Styles.  Activity:  Communication Simulation.
**Wednesday**--Even class periods only.
**Thursday**--Journal Entry #7:  Practicing Assertiveness.  Time given to complete Communication Simulation
   Worksheet; collected.  Notes:  Barriers to Good Communication.
**Friday**--Journal Entry #8:  Conflict Questionnaire; discussed.  Remainder for class time spent working on
​   "True to You" Planning Worksheets.

**Week of February 24th-28th**
**Monday**--Journal Entry #4:  A Day as a Parent.  Notes:  Began Community Relationships.
**Tuesday**--Reviewed how to complete the T2U Goal Setting Worksheet (due Friday).  Warmed up with some
   review questions posed to the class.  Notes:  Finished Citizenship; began Environmental Health.  Activity:
​   WhAt do you know about Washington? Competition.
**Wednesday**--Even class periods only.
**Thursday**--Handout:  Unit Notes (pgs. 9-10).  Notes:  Finished Environmental Health.
**Friday**--Collected T2U Goal Setting Worksheet AND Health Family Traits Survey.  Notes:  Peer Relationships;
   began Communication.  Journal Entry #5:  Personality in Relationships.

**Week of February 10th-14th**
**Monday**--Collected Health Life Skill Infographic.  Notes:  Health Life Skills.
**Tuesday**--Notes:  Personality.  Reviewed results of Journal Entry #1.  Introduced "True to You" (T2U) Project
   (outline and criteria document below).  Handout:  T2U Planning Calendar.  **Assignment:**  T2U Goal Setting
​   Worksheet (due Feb. 28th).
**Wednesday**--Even class periods only.
**Thursday**--Handout:  Social Health Unit Learning Objectives.  Notes:  Relationships; began Family
   Relationships.  Journal Entry #3:  "A Nation of Wimps" Article Review (due tomorrow for class discussion,
   absent students will need to read the whole article and take notes; article is below).
**Friday**--Group discussions over "A Nation of Wimps."  Notes:  Finished Family Relationships.  **Assignment:**Healthy Family Traits Survey (due February 28th; students in need of the alternate assignment should have a
​   parent/guardian email me with the request).

**Week of February 3rd-7th**
**Monday**--Collected The EPIC Health Hunt Worksheet.  **Homework:** Journal Entry #1 (instructions here;
   REVISION due next *Tuesday*).  Journal Entry #2a:  Who is Healthy?  Handout:  Unit Learning Objectives.
**Tuesday**--Collected BioCollages and checked off binder/dividers.  Handouts:  Table of Contents (put in
   binder), Gone Green Log (guidelines below, too) and Unit Notes (pgs. 1-6).  Journal Entry #2b:  What is
   Health?  Notes:  Types of Health and the Health Continuum.  **Homework:**  Research the Health Life Skills
   listed below (and in your unit notes).  Consider:  *What is the life skill?  How do you practice it?  Why should
   you practice it...what makes it important?  What could happen if you didn't practice the life skill?  What might
   practicing the life skill look like/entail/involve?*  Record your findings in your notes and/or a separate piece
​   of paper (due Thursday).
            Health Literacy (through accessing and evaluating health information)
            Influences on Health
            Avoiding High-Risk Behaviors
            Communication Skills
            Health Advocacy
            Consumer Savviness
            Decision-Making and Problem-Solving
            Goal Setting
**Wednesday**--Even class periods only.
**Thursday**(late start)--Syllabus Signature Page due!  Activity:  On the back of the What is Health? Unit
   Learning Objectives (handed out Mon.), students highlighted parts of the "Wear Sunscreen" article that relate
   to the different types of health using the following color key:
         Physical Health = Pink (or Red)
         Social Health = Orange
         Emotional Health = Yellow
         Mental Health = Green
         Spiritual Health = Blue
   Remainder of class time was spent researching the Health Life Skills assigned Tuesday in small groups.
**Friday**(late start)--As a result of the 2nd late start, Journal Entry #1 due Tuesday now.
   **Assignment/Homework:** Create a Health Life Skill Infographic (cardstock for infographic provided in
   class; due Monday).

**Week of January 27th-31st**
**Monday**--No School (Teacher Work Day)
**Tuesday**--Welcome!  Toured the classroom and reviewed some classroom procedures.  **Assignments:**
   Complete "The EPIC Health Hunt" worksheet (due Monday) AND
   Find a 1-1.5" (preferably used) binder and 6 *tabbed*dividers (can be homemade...demoed how in class;
     due Tuesday) AND
   Syllabus Signature Page (due Thursday).
**Wednesday**--Even class periods only.
**Thursday**--**Assignment:**  BioCollage (click here for criteria and examples; due Tuesday).
**Friday**--ISD Health Pre-Assessment.  Remaining class time used for BioCollage work.