| [◄ Jul 2025](#July_2025) | **August 2025 Mullins Health** | | | | | [Sep 2025 ►](#September_2025" \o "Jump to Sep 2025) |
| --- | --- | --- | --- | --- | --- | --- |
| **Sun** | **Mon** | **Tue** | **Wed** | **Thu** | **Fri** | **Sat** |
| Activation  Focus  Guided  Collab  Independent  Closing |  |  |  |  | 1 | 2 |
| 3 Learning Target  Success Criteria  Unit 0: Intro to Health and Wellness  ▪ Creating a Safe Space  ▪ Getting to Know You Activities  ▪ Setting Class Norms and  Expectations | 4 | 5 **Unit 0**  Welcome & Class Overview “First Impressions Matter”  - Warm welcome & greetings. - Icebreaker activity: “Fit or Fact Cap?”   You need 8 glasses of water a day   Stretching before workouts prevents all injuries   Lifting weights makes you   Walking is just as healthy as running for many people   Sleep affects your mental and physical health   You can target belly fat with crunches   You should eat breakfast every day  - Overview of syllabus - Class procedures & routines walk-through  Exit Ticket: One word to describe how you feel about your overall Health. | 6 **Unit 0**  Syllabus review and quiz  Intro to Health & Wellness “What Does Being Healthy Mean?”  Define “wellness” in your own words.  Class discussion on the 6 Dimensions of Wellness.  "Wellness Walk" Icebreaker: 6 Dimensions of You  Objective: Introduce students to the 6 Dimensions of Wellness (Physical, Emotional, Social, Intellectual, Spiritual, Environmental) and help them connect personally to each one.   Which area do you feel strongest in right now?   Which one do you want to grow in this year?   Which one helps you feel like your best self?   If you're stressed, which area helps you cope?   Which one do you think most teens ignore?   Which one would surprise people that it’s part of wellness?  “Which wellness area do you want to focus on this year, and why?” | 7 **Unit 0**  Creating a Safe Space “We All Belong Here”   |  |  |  |  | | --- | --- | --- | --- | | - Respect Agreement: What does a safe classroom look/feel/sound like?  Create a three-column chart on the board or chart paper labeled:   | Looks Like | Feels Like | Sounds Like | | --- | --- | --- |   - Scenario role-play: Handling conflict respectfully.  Give each group a realistic scenario and ask them to act out:   1. A negative version (how not to respond) 2. A positive version (how to resolve it respectfully) |  |  | | --- | |  |   Quick Write: “I feel safe in a classroom when… | 8 **Unit 0**  Expectations & Tools for Success “Let’s Get On the Same Page”  - Reinforce class structure and student accountability. - Ensure everyone is equipped and ready to succeed.  “One commitment I’m making to show up as my best self this year is…”  Prompt: *“One commitment I’m making to show up as my best self this year is…”*  Instructions: Write a paragraph (5–7 sentences) reflecting on the commitment you’re making to yourself and this class. Think about how this choice will help you grow, contribute to a respectful environment, or stay focused on your goals.  Challenge: End with a power statement that starts with: “This year, I choose to…”  *Example:* *"This year, I choose to stay focused, be kind, and never give up on myself."* | 9 |
| 10 Learning Target Analyze the consequences of alcohol and drug use,  including impaired driving and risky behaviors  ▪ Compare prescription, over-the-counter, and illicit  drugs  ▪ Examine influences on ATOD use, including peers,  media, and technology  ▪ Evaluate the short- and long-term effects of alcohol,  tobacco, and other drugs  ▪ Recognize the benefits of remaining substance-free  ▪ Identify and analyze situations that may lead to  ATOD use and strategies to resist pressure  Success Criteria Unit 1: Analyze how family, peers, culture, media,  technology, and societal factors influence personal  health behaviors  ▪ Evaluate internal and external influences, including  personal values, beliefs, and perceived norms, that  shape health decisions | 11 **Unit 1**  **Health Effects of Vaping and Tobacco**   * Introduce Unit 1: *Avoiding Hazardous Substances* by having students watch the Video and respond to the prompts.   <https://www.g-wonlinetextbooks.com/essential-health-skills-high-school-cws-2023/~~Attachments/bm01/video05.htm>  What do you think would be an appropriate consequence for someone who smokes during pregnancy?  What do you think would be an appropriate consequence for a parent who smokes in front of a child?  [**ch11\_ch11\_presentation (2).pptx**](https://rcboe-my.sharepoint.com/:p:/g/personal/mullich_richmond_k12_ga_us/EfSBM-H4oyVOnjHPwqPn1zYB2jQ19K1GNbDpVFQitPB3Vw?e=U6z8sx&nav=eyJzSWQiOjI3MiwiY0lkIjozMDUzOTM2Njl9)  Have students complete the Health Management Plan: Where Do You See Yourself?  Review expectations of learning from Lesson 11.1 and highlight what to expect next class. | 12 **Unit 1**  Respond to the prompts    **Do you think children and teens who see tobacco use in movies are more likely to start smoking? Why or why not? If this is true, what should we do about it?**  **Tobacco in the Bloodstream Animation Video**  **https://www.g-wonlinetextbooks.com/essential-health-skills-high-school-cws-2023/~~Attachments/ch11\_01/animation01.htm**  [**ch11\_ch11\_presentation (2).pptx**](https://rcboe-my.sharepoint.com/:p:/g/personal/mullich_richmond_k12_ga_us/EfSBM-H4oyVOnjHPwqPn1zYB2jQ19K1GNbDpVFQitPB3Vw?e=U6z8sx&nav=eyJzSWQiOjI3MiwiY0lkIjozMDUzOTM2Njl9)  Go over student responds from yesterdays activity on the Health Management Plan: Where Do You See Yourself?  **Skill Development Interpersonal Communication What Would You Say? activity** | 13 **Unit 1**  **Tobacco Refusal Skills Animation Video**  [**https://www.g-wonlinetextbooks.com/essential-health-skills-high-school-cws-2023/~~Attachments/ch11\_02/animation01.htm**](https://www.g-wonlinetextbooks.com/essential-health-skills-high-school-cws-2023/~~Attachments/ch11_02/animation01.htm)  Go over student responds from yesterdays activity on the **Skill Development Interpersonal Communication What Would You Say? Activity**  [**ch11\_ch11\_presentation (2).pptx**](https://rcboe-my.sharepoint.com/:p:/g/personal/mullich_richmond_k12_ga_us/EfSBM-H4oyVOnjHPwqPn1zYB2jQ19K1GNbDpVFQitPB3Vw?e=U6z8sx&nav=eyJzSWQiOjI3MiwiY0lkIjozMDUzOTM2Njl9)  **Case Study: "Just" a Vape Read the case study and then complete the activity question 1**  **Activity: Make Decisions**  **Consider the stories of Dwayne, Ximena, and Audrey. Are they making healthy decisions? What, if anything, can they do to be healthier?** | 14 **Unit 1**  Vocab game  <https://www.g-wonlinetextbooks.com/essential-health-skills-high-school-cws-2023/~~Attachments/ch11_01/game.htm>  Go over student responds from yesterdays activity on the case study activity question 1  **Case Study continued: "Just" a Vape Read the case study and then complete question 2**  **Case Study: "Just" a Vape Read the following case study and then complete the activity that follows**  **Activity: Make Decisions**  **Rewrite each person’s story to include a healthier decision and include any necessary knowledge or refusal skills each person would need to make these decisions. Share your new stories with a partner and discuss how a few small decisions can affect your health.**  **Rewrite Dwayne’s story.**  **Rewrite Ximena’s story.**  **Rewrite Audrey’s story.** | 15 **Unit 1**  Go over student responds from yesterdays activity on the case study activity question 2  **Case Study continued: "Just" a Vape Read the following case study and then complete question 3**  **Activity: Make Decisions**  **Write a story about your own personal experience with tobacco. If you could go back in time in your story, what decisions would you make?** | 16 |
| 17 | 18 **Unit 1**  **Think Critically**  **Why do many teens think vaping is harmless?**  **Explain how using tobacco products negatively impacts mental health, family health, and social relationships.**  **How could the legal issues associated with using tobacco products affect your future?**  **How does addiction to tobacco impact a person’s community?**  [**Essential Health Skills for High School 4e | Lesson 11.2 Tobacco Refusal Skills Animation Video**](https://www.g-wonlinetextbooks.com/essential-health-skills-high-school-cws-2023/~~Attachments/ch11_02/animation01.htm)  **Review the “Case study its just a vape”**  **Activity H: Create an Anti-Vaping Advertisement**  ***Instructions: In small groups, create an anti-vaping advertisement to convince people to stop vaping or never begin vaping. Follow the instructions below to get started. Then create your advertisement, using the medium of your choice, and share it with the class.*** | 19 **Unit 1**  **Continued…Activity H: Create an Anti-Vaping Advertisement Allow a few students to share there work/ address and concerns of students with activity.**  **Chapter 11 Activity I: Practice Test**  ***Instructions: Complete the questions following the instructions for each section***  ***Review and recall***  [***Essential Health Skills for High School 4e | Chapter 11 Review and Recall***](https://www.g-wonlinetextbooks.com/essential-health-skills-high-school-cws-2023/~~Attachments/ch11/review.htm) | 20 **Unit 1**  **Warm-Up Activity**  ***Instructions: Years ago, the drinking age for alcohol was lower in the United States. In some states, people as young as 18 years old could drink. This age was raised to 21 due to research about how alcohol affects the brain. Using reliable and valid resources, research the reasons the drinking age was raised to 21. Then, describe the physical health consequences of drinking alcohol before age 21. Also list risk factors for consuming alcohol before age 21.*** Setting the Scene **Instructions:** Read the scenario shown. Then answer the questions that follow it. | 21 **Unit 1**  **Lesson 12.1 Real World Health Skills**  ***Instructions: Imagine you write an advice column for your school newspaper. It is your job to maturely answer all questions submitted to the newspaper. Suppose you receive the following message from a sophomore. Write a response to this message that you would publish in your column. Use effective communication skills and show empathy, keeping in mind your target audience.***  **Case Study: The Impact of Alcohol** | 22 **Unit 1**  **Post-Assessment**  **Unit 2**  **Pre-Assessment**  **Review and Recall**  ***Instructions: Answer the following questions in the space provided.***  Activity G: Using Refusal Skills **Lesson 12.2 Activity G: Using Refusal Skills**  ***Instructions:*** *For each of the following scenarios, explain what you might say to refuse your friend’s offer of alcohol. Keep in mind that you may need to leave the situation to avoid further peer pressure. Try to be creative and specific with your responses.*   Activity H: Practice Test  **Chapter 12 Activity H: Practice Test**  ***Instructions:*** *Complete the questions following the instructions for each section.* | 23 |
| 24 | 25 **Unit 2** | 26 **Unit 2** | 27 **Unit 2** | 28 **Unit 2** | 29 **Unit 2** | 30 |
| 31 | Standards: Unit 1- HEHS.1(a, c, d, e, g, h, i) Supporting Standard HEHS.2 (a, c, d, g)  Unit 2-HEHS.1 (a, d, f) Supporting Standard HEHS.3 (a, b, c) | | | | | |

| [◄ Aug 2025](#August_2025) | **September 2025** | | | | | [Oct 2025 ►](#October_2025" \o "Jump to Oct 2025) |
| --- | --- | --- | --- | --- | --- | --- |
| **Sun** | **Mon** | **Tue** | **Wed** | **Thu** | **Fri** | **Sat** |
| Activation  Focus  Guided  Collab  Independent  Closing | 1  Labor Day  **Unit 2** | 2 **Unit 2** | 3 **Unit 2** | 4 **Unit 2** | 5 **Unit 2** | 6 |
| 7  Learning Target  Success Criteria  Fitness Assessments  Unit 2: | 8  **Unit 2** | 9  **Unit 2** | 10  **Unit 2** | 11  **Unit 2** | 12  **Fall Semester Progress Report #1**  **Unit 2** | 13 |
| 14  Learning Target  Success Criteria | 15  **Unit 2** | 16  **Unit 2** | 17  **Unit 2** | 18  Collab Planning  Focus: DAP Unit 2  **Unit 2** | 19  **Unit 2** | 20 |
| 21  Learning Target  Success Criteria | 22  **Unit 2** | 23  **Unit 2** | 24  **Unit 2** | 25  Collab Planning  Focus: Reflection  **Unit 2** | 26  **Unit 2** | 27 |
| 28  **Unit 3: start**  Learning Target  Success Criteria | 29  **Unit 3** | 30  **Unit 3** | Standards: | | | |

| [◄ Sep 2025](#September_2025) | **October 2025** | | | | | [Nov 2025 ►](#November_2025" \o "Jump to Nov 2025) |
| --- | --- | --- | --- | --- | --- | --- |
| **Sun** | **Mon** | **Tue** | **Wed** | **Thu** | **Fri** | **Sat** |
| Activation  Focus  Guided  Collab  Independent  Closing |  |  | 1  **Unit 3** | 2  Collab Planning  Focus: Fitness Assessments, Reflection, Goal analysis & Next Steps  **Unit 3** | 3  **Unit 3** | 4 |
| 5  Learning Target  Success Criteria  Max, Burnout, | 6  **Unit 3** | 7  **Unit 3** | 8  **Unit 3** | 9  Student Holiday/Professional Learning Day  **Unit 3** | 10  PowerUp Asynchronous Learning Day  **Unit 3** | 11 |
| 12  Learning Target  Success Criteria  Improve Strength & Endurance  (upper & lower body)  Portfolio work & checks | 13  Student/Teacher Fall Break  **Unit 3** | 14  Student/Teacher Fall Break  **Unit 3** | 15  **Unit 3** | 16  Collab Planning  Focus: Longevity Assessment  **Unit 3** | 17  **Unit 3** | 18 |
| 19  Learning Target  Success Criteria  Unit 4: start  -Relationship between physical activity & longevity  -Revamp individualized fitness goal & fitness plan include cardio based strength training | 20  **Unit 4** | 21  **Unit 4** | 22  **Unit 4** | 23  Collab Planning  Focus: DAP Unit 3  **Unit 4** | 24  **Unit 4** | 25 |
| 26  Learning Target  Success Criteria  Lift for enjoyment & Personal fitness plan implementation | 27  **Unit 4** | 28  **Unit 4** | 29  **Unit 4** | 30  Collab Planning  Focus: Portfolio  **Unit 4** | 31  **Fall Semester Progress Report #2**  **Unit 4** | Standards: Unit 3 PEWT.1 (a,b,c): PEWT.2. (e,h,i): PEWT 3 (d,g,k,l), PEWT 4 (a,b,c,d) PEWT. 5 (a, b) |

| [◄ Oct 2025](#October_2025) | **November 2025** | | | | | [Dec 2025 ►](#December_2025" \o "Jump to Dec 2025) |
| --- | --- | --- | --- | --- | --- | --- |
| **Sun** | **Mon** | **Tue** | **Wed** | **Thu** | **Fri** | **Sat** |
| Activation  Focus  Guided  Collab  Independent  Closing |  |  |  |  |  | 1 |
| 2  Learning Target  Success Criteria  Light lift & cardio  Portfolio work with coach | 3  **Unit 4** | 4  **Unit 4** | 5  **Unit 4** | 6  Collab Planning  Focus: Portfolio  **Unit 4** | 7  **Unit 4** | 8 |
| 9  Learning Target  Success Criteria  Light lift & cardio, Portfolio work with coach | 10  **Unit 4** | 11  Veterans Day Holiday  **Unit 4** | 12  **Unit 4** | 13  Fitness Concepts & Personal Training Log Portfolio  DUE  Collab Planning  Focus: Makeups  **Unit 4** | 14  **Unit 4** | 15 |
| 16  Learning Target  Success Criteria  Fitnessgram-POST | 17  **Unit 4** | 18  **Unit 4** | 19  **Unit 4** | 20  Collab Planning  Focus: DAP Unit 4  **Unit 4** | 21  **Unit 4** | 22 |
| 23  Learning Target  Success Criteria | 24  Thanksgiving | 25  Thanksgiving | 26  Thanksgiving | 27  Thanksgiving | 28  Thanksgiving | 29 |
| 30 | Standards: Unit 4 : PEWT.1 (a,b,c): PEWT.2. (e,h,i): PEWT 3 (d,g,k,l), PEWT 4 (a,b,c,d) PEWT. 5 (a, b) | | | | | |

| [◄ Nov 2025](#November_2025) | **December 2025** | | | | | [Jan 2026 ►](https://www.wincalendar.com/Holiday-Calendar/January-2026" \o "January 2026) |
| --- | --- | --- | --- | --- | --- | --- |
| **Sun** | **Mon** | **Tue** | **Wed** | **Thu** | **Fri** | **Sat** |
| Activation  Focus  Guided  Collab  Independent  Closing  Learning Target  Success Criteria  Makeups | 1  **Unit 0** | 2  **Unit 0** | 3  **Unit 0** | 4  Collab Planning  Focus: Student Data  **Unit 0** | 5  **Unit 0** | 6 |
| 7  Independent weight training for extra credit & makeups | 8  **Unit 0** | 9  **Unit 0** | 10  **Unit 0** | 11  Collab Planning  Focus: Exams  **Unit 0** | 12  **Unit 0** | 13 |
| 14 | 15  Semester Exams | 16  Semester Exams | 17  Semester Exams | 18  **Semester Exams** | 19  Semester Exams  Early Release | 20 |
| 21 | 22  Christmas Break | 23  Christmas Break | 24  Christmas Break | 25  Christmas Break | 26  Christmas Break | 27 |
| 28 | 29  Christmas Break | 30  Christmas Break | 31  Christmas Break |  | | |