

August 2025						
◀ Jul 2025						Sep 2025 ▶
Sun	Mon	Tue	Wed	Thu	Fri	Sat
Activation Focus Guided Collab Independent Closing					1	2
3 Learning Target Success Criteria Dimensions of Health	4	5 First Day of School First Day of School Rules & Expectations Rituals & Routines	6 A: Quizziz Review Rules & Expectations Rituals & Routines -Define “wellness” in your own words. (post on padlet) F: 1.Syllabus Review G: Dimensions of Health C/ I: Students use resources to work on brochure Students will work individually or in pairs (2) to create and fill in brochure and post on padlet. The following should be included 1.Title Page: name, title of brochure, relevant image, class period- 20pts 2.Each dimension of health should have its own page with the following a.heading B.detailed description in your own words C.3 healthy choices for the specific dimension of health (include things you might do personally) D.One relevant image (60 pts: 20 per dimension) 3.On the back 5-7 sentence summary explaining the relationship between all of the dimensions of health (20pts)	7 A: N/A F: Quizziz login Quiz on Rules, Expectations, & Syllabus -review C/I: Students work in pairs on individually to complete the dimensions of health brochure Collab Planning Focus: Assessment Unit1	8 A: Health video F: Review of expectations (notebook are needed by Monday: no assignments accepted on loose paper moving forward) G: Video class discussion and review of what students expect from Health class this semester and would like to learn along with how C/I: Turn in Dimensios of Health brochure (reminder this will later be used as a part of the class portfolio project)	9

Sun	Mon	Tue	Wed	Thu	Fri	Sat
10 Learning Target Success Criteria Factors that Impact Health (video/podcast)	11 Learning Target: I can identify and explain the difference between environmental, genetic, behavioral, and technological influences on health. Success Criteria: <ul style="list-style-type: none"> I can define each health factor and provide at least one example. I can compare how different factors influence health outcomes. Instructional Sequence: <ul style="list-style-type: none"> Activation (10 min): Kahoot/Quizizz: "What Influences Your Health?" Focus (15 min): Mini-lecture with visuals defining each health factor Collaboration (10 min): Partner discussion – rank the four factors in order of impact on teens today Guided Practice (10 min): Fill out graphic organizer with definitions/examples Independent Work (10 min): Quick write reflection: "What factor impacts you the most and why?" 	12 ◆ DAY 2 – Deep Dive: Environmental & Behavioral Factors Learning Target: I can explain how environmental and behavioral factors impact short- and long-term health. Success Criteria: <ul style="list-style-type: none"> I can describe how pollution, access to resources, and lifestyle choices affect health. I can evaluate the consequences of health-related behaviors. Instructional Sequence: <ul style="list-style-type: none"> Activation (5 min): Image analysis—urban vs. rural environments Focus (20 min): Case studies—students read short environmental and behavioral scenarios (e.g., air pollution, smoking, sedentary lifestyle) Collaboration (10 min): Group discussion using case study prompts Guided Practice (10 min): Create a T-chart: Environmental vs. Behavioral—examples and effects Independent Work (5 min): Exit ticket—one change you can make to improve your behavior or environment 	13 ◆ DAY 3 – Deep Dive: Genetics & Technology/Social Media Learning Target: I can analyze the role genetics and technology/social media play in personal health. Success Criteria: <ul style="list-style-type: none"> I can identify inherited health conditions. I can explain both positive and negative impacts of technology/social media on health. Instructional Sequence: <ul style="list-style-type: none"> Activation (5 min): Poll – "Can you control your health destiny?" Focus (20 min): Interactive slideshow on genetics and tech/social media (with videos on digital well-being and hereditary conditions) Collaboration (10 min): Small group stations – rotate through genetics, social media, and tech examples Guided Practice (10 min): Students highlight and annotate key info in handout Independent Work (5 min): Journal prompt: "One way I will protect my health from tech/social pressure..." 	14 ◆ DAY 4 – Project Launch: Health Influencer Video/Podcast Learning Target: I can plan a multimedia presentation that advocates for healthier choices based on identified health influencers. Success Criteria: <ul style="list-style-type: none"> I can develop a storyboard or script focused on one or more health influencers. I can use credible sources and include factual health information. Instructional Sequence: <ul style="list-style-type: none"> Activation (5 min): Sample teen health video/podcast clip Focus (10 min): Explain project guidelines, rubric, and expectations Collaboration (10 min): Brainstorm topics and assign groups or individual work Guided Practice (15 min): Begin working on project storyboard/script using planning template Independent Work (10 min): Research and gather evidence from handout 	15 ◆ DAY 5 – Project Production & Peer Review Learning Target: I can produce and revise a multimedia project to advocate for health awareness. Success Criteria: <ul style="list-style-type: none"> I can present clear, accurate, and engaging information. I can incorporate feedback to improve my product. Instructional Sequence: <ul style="list-style-type: none"> Activation (5 min): Remind students of rubric and success criteria Focus (15 min): Work on recording or editing video/podcast Collaboration (15 min): Peer feedback using checklist (2 stars and a wish) Guided Practice (10 min): Make revisions and polish Independent Work (5 min): Submit final product or plan to submit over the weekend 	16

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17	18 Project Production & Peer Review Learning Target: I can produce and revise a multimedia project to advocate for health awareness. Success Criteria: <ul style="list-style-type: none"> I can present clear, accurate, and engaging information. I can incorporate feedback to improve my product. Instructional Sequence: <ul style="list-style-type: none"> Activation (5 min): Do Now assignment & Remind students of rubric and success criteria Focus (15 min): Work on recording or editing video/podcast Collaboration (15 min): Peer feedback using checklist (2 stars and a wish) Guided Practice (10 min): Make revisions and polish Independent Work (5 min): Submit final product or plan to submit over the weekend 	19 Project Production & Peer Review Learning Target: I can produce and revise a multimedia project to advocate for health awareness. Success Criteria: <ul style="list-style-type: none"> I can present clear, accurate, and engaging information. I can incorporate feedback to improve my product. Instructional Sequence: <ul style="list-style-type: none"> Activation (5 min): Remind students of rubric and success criteria Focus (15 min): Work on recording or editing video/podcast Collaboration (15 min): Peer feedback using checklist (2 stars and a wish) Guided Practice (10 min): Make revisions and polish Independent Work (5 min): Submit final product or plan to submit over the weekend 	20 Project DUE: Student finalize and turn in podcast Learning Target: I can provide feedback to peers using the instructions and checklist provided by coach and the podcast/assignment done Instructional Sequence: <ul style="list-style-type: none"> Activation (5 min): Get with another group you will provide feedback to Focus (15 min): Groups will watch other groups' podcast and using the checklist determine whether or not they are on track to receive a mastery score. For items that are missing, student will provide mark and add suggestions. Lastly students will write what was done well (glow & grow for group) Collaboration (15 min): Using feedback from other group, student will make necessary adjustments/changes Guided Practice (10 min): Make revisions and polish Independent Work (5 min): Submit final product or plan to submit over the weekend 	21 Project Production & Peer Review Learning Target: I can produce and revise a multimedia project to advocate for health awareness. Instructional Sequence: Activation (5 min): Feedback sheet provided for when students watch peer podcast during class Focus (15 min): Coach provide instructions/ Expectations for podcast reviews Independent Work Students will complete and fill in feedback charts as coach show various podcast	22 Do Now: Wayground: review of 4 factors that influence health Focus: finish watching podcast & students complete feedback just as done previous day Independent: Students work on missing assignments	23

<p>24</p> <p>Learning Target Success Criteria ADAP Weekly Learning Target: Students will create an engaging and informative brochure on ADAP topics to demonstrate understanding of TADRA, alcohol and drug awareness, traffic laws, and safe driving practices. Success Criteria: I can identify and explain the major components of TADRA, alcohol and drug awareness, and Georgia traffic laws. I can collaborate with peers to develop a creative and accurate ADAP brochure. I can present the brochure with clarity, ensuring it is informative and visually appealing</p>	<p>25</p> <p>Day 1: Introduction to ADAP and TADRA Activation (5 minutes)</p> <p>Begin with a discussion: "What are some important rules or laws teens should know about driving in Georgia?" Share quick statistics on teen driving safety to grab attention. Focus (10 minutes)</p> <p>Explain the Teenage and Adult Driver Responsibility Act (TADRA): Graduated Driver's License (GDL) system: Class CP, D, and C licenses. Consequences for violating TADRA. Guided (10 minutes)</p> <p>Discuss key TADRA rules and their purpose (e.g., curfews, passenger limits). Show an example of an effective brochure for inspiration. Collaborative (15 minutes)</p> <p>In small groups, students brainstorm brochure themes and begin organizing content sections (e.g., TADRA, alcohol awareness, traffic laws). Independent/Closing (5 minutes)</p> <p>Exit ticket: "Write down one thing you learned about TADRA today and one idea for your brochure."</p> <p>ADAP Brochure Checklist for Students: TADRA: Include details about GDL, curfews, and passenger limits. Alcohol and Drug Awareness: Effects of impairment, zero-tolerance laws, and consequences. Traffic Laws: Speed limits, seatbelt laws, hands-free requirements. Safe Driving Practices: Tips for avoiding distractions and defensive driving.</p>	<p>26</p> <p>Day 2: Alcohol and Drug Awareness Activation (5 minutes)</p> <p>Teacher/Students contact parents of those not logged into the online course (check off those that are logged in) Think-Pair-Share: "How can alcohol and drugs impair a driver's ability to make safe decisions?" Focus (10 minutes)</p> <p>Teach the effects of alcohol and drugs on driving: Reaction time, decision-making, and coordination. Georgia's zero-tolerance laws for underage drinking. Guided (10 minutes)</p> <p>Show real-life examples or case studies of accidents caused by impaired driving. Collaborative (15 minutes)</p> <p>Groups outline how they will present alcohol and drug awareness in their brochures (e.g., statistics, visuals, tips). Teacher checks progress and offers feedback. Independent/Closing (5 minutes)</p> <p>Students write one key takeaway from today and how they'll incorporate it into the brochure.</p> <p>Homework: complete online course & ADAP assessment (upload grade and certificate into Canvas)</p>	<p>27</p> <p>Day 3: Georgia Traffic Laws Activation (5 minutes)</p> <p>Quick quiz: "What is the speed limit in a school zone?" or other common traffic laws. Focus (10 minutes)</p> <p>Discuss Georgia traffic laws: Seatbelt requirements. Hands-free device laws. Consequences of breaking traffic laws (fines, points on a license). Guided (10 minutes)</p> <p>Review resources, such as the Georgia Driver's Manual, for accurate information. Collaborative (15 minutes)</p> <p>Groups draft the traffic laws section of their brochures. Midweek progress check: Review drafts and provide targeted feedback. Independent/Closing (5 minutes)</p> <p>Reflection: "What did you learn today that surprised you about Georgia traffic laws?"</p> <p>Homework: complete online course & ADAP assessment (upload grade and certificate into Canvas)</p>	<p>28</p> <p>Grade put in for ADAP assessment from online scores</p> <p>Day 4: Brochure Design and Safe Driving Practices Activation (5 minutes)</p> <p>Show examples of visually appealing brochures and discuss key design elements (e.g., color, layout, font). Focus (10 minutes)</p> <p>Teach about safe driving habits: Avoiding distractions (e.g., phones, passengers). Defensive driving techniques. Guided (10 minutes)</p> <p>Walk students through the process of organizing information for clarity and impact. Collaborative (15 minutes)</p> <p>Groups finalize content and design their brochures. Teacher conducts a final progress check to ensure readiness for submission. Independent/Closing (5 minutes)</p> <p>Homework: Students review their section of the brochure for accuracy and completeness</p>	<p>29</p> <p>Day 5: Presentation and Peer Feedback Activation (5 minutes)</p> <p>Quick reflection: "What was the most challenging part of creating your brochure?" Focus (10 minutes)</p> <p>Review presentation expectations: Clarity of explanation. Engaging delivery. Guided (15 minutes)</p> <p>Each group presents their brochure to the class. Collaborative (15 minutes)</p> <p>Peer feedback: Students complete a feedback form for each presentation, highlighting strengths and areas for improvement. Independent/Closing (5 minutes)</p> <p>Exit ticket: "What's one new thing you learned from another group's presentation?"</p> <p>Assessment for Progress Checks and Final Brochure: Rubric (Total: 100 points)</p> <p>Content Accuracy (40 points): Correct and thorough information on TADRA, alcohol awareness, traffic laws, and driving safety. Creativity and Design (20 points): Engaging visuals, clear organization, and readability. Team Collaboration (20 points): Equal participation and teamwork during the project. Presentation (20 points): Clear, concise, and engaging delivery of brochure content</p>	<p>30</p> <p>•</p>
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August 2025						
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Sun	Mon	Tue	Wed	Thu	Fri	Sat
	Homework: Sign up for the online course with parents at home					
31	<p>Georgia Health Standard (GPSH):</p> <ul style="list-style-type: none"> • HEHS.1: Students will comprehend concepts related to health promotion and disease prevention to enhance health. • HEHS.5: Students will demonstrate the ability to use decision-making skills to enhance health. • HEHS.8: Students will demonstrate the ability to advocate for personal, family, and community health. <p>📅 WEEKLY LESSON PLAN: “Who Am I?” – Exploring Mental & Emotional Health</p> <p>◆ Grade Level: High School Health Education</p> <p>◆ Unit Focus: Mental & Emotional Health, Identity, Self-Awareness</p> <p>◆ Georgia Standards for Health Education (GPSH):</p> <ul style="list-style-type: none"> • HEHS.1: Comprehend concepts related to health promotion and disease prevention. • HEHS.2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. • HEHS.4: Demonstrate the ability to use interpersonal communication skills to enhance health. • HEHS.6: Demonstrate the ability to use goal-setting skills to enhance health. • HEHS.7: Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. 					

September 2025						
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Sun	Mon	Tue	Wed	Thu	Fri	Sat
Activation Focus Guided Collab Independent Closing Learning Target Success Criteria Promoting Mental & Emotional Health & makeups	1 Labor Day	2 PowerUp Asynchronous Learning Day	3	4	5	6

September 2025							Oct 2025 ▶
◀ Aug 2025	Sun	Mon	Tue	Wed	Thu	Fri	Sat
7 Learning Target 1.I can assess my own mental and emotional health 2. I can take the steps to discover and embrace my unique identity Success Criteria 1.I can explain the importance of self discover 2.I can compare and contrast mental and emotional health along with identify factors affecting both 3.I can describe strategies for developing emotional intelligence Promoting Mental & Emotional Health	8 ◆ DAY 1 – Understanding Mental vs. Emotional Health Focus: Definitions, differences, and real-life application <ul style="list-style-type: none">● Activation: Journal Prompt – “How would you define mental and emotional health in your own words?”● Focus: Teacher-led presentation defining and comparing mental and emotional health, examples of each● Guided: Venn Diagram: Compare & Contrast Mental vs. Emotional Health● Collaboration: Small groups share one factor they believe affects both mental and emotional health (stress, environment, relationships, etc.)● Independent: Create a short list of personal habits that positively or negatively impact your mental or emotional state	9 ◆ DAY 2 – Factors Affecting Mental & Emotional Health Focus: Exploration of internal and external influences Activation: Quick Poll – “What’s the biggest stressor for teens today?” Focus: Interactive notes with a short video and discussion on the following factors: Relationships Social media Sleep & nutrition Family dynamics Self-esteem <ul style="list-style-type: none">● Guided: Students complete a chart connecting each factor to a personal example● Independent: Write a journal entry reflecting on how one external and one internal factor has impacted your mental or emotional health	10 ◆ DAY 3 – Who Am I? A Self-Discovery Project Focus: Identity, self-reflection, and self-esteem Activation: “Who Are You?” Slideshow with visuals of diverse identities and interests Focus: Introduce project: “Who Am I?” Poster/Collage/Video/Slide Deck -Include: strengths, core values, role models, favorite quotes, emotional triggers, coping strategies, goals, etc. Collaboration: Think-Pair-Share – “What makes you unique?” and “What helps you thrive emotionally?” Guided: Students begin planning/sketching layout of their project Independent: Continue working on the project throughout the week (due Friday)	11 ◆ DAY 4 – Mindfulness & Meditation Day Focus: Tools to improve mental and emotional health <ul style="list-style-type: none">● Activation: Calm breathing activity (2 minutes)● Focus: Teacher-led explanation of meditation, mindfulness, breathing techniques, grounding exercises● Guided: 10-minute guided meditation session with relaxing visuals or audio● Collaboration: Brief group share on how the experience felt● Independent: Complete “Mental Reset” worksheet with personal stress triggers and at least 3 coping strategies	12 Fall Semester Progress Report #1 ◆ DAY 5 – Showcase: “Who Am I?” Projects & Reflection Focus: Self-expression, confidence, and connection Activation: Positive Affirmation Circle – each student writes and shares a positive phrase Focus: Students present their “Who Am I?” projects in small groups or gallery walk Guided: Give and receive feedback: “2 Stars and a Wish” sticky notes Independent: Final reflection journal: What did I learn about myself this week? What are two strategies I will use to protect or improve my mental/emotional health?	13 🎯 FINAL PROJECT: “Who Am I?” Self-Discovery Artifact Format Options: <ul style="list-style-type: none">● Poster board● Digital slide deck● Infographic● Poem & visual art combo● Short video or narrated photo slideshow Must Include: <ul style="list-style-type: none">● At least 5 personal identifiers (values, traits, likes, influences)● Mental & emotional health factors (positive & negative)● One relaxation/coping strategy you’ve found helpful● A quote or mantra that represents your identity	
							Learning Target Success Criteria Positive Thinking

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Sun	Mon	Tue	Wed	Thu	Fri	Sat
14 Learning Target Success Criteria CTB	15	16	17	18	19	20
21 Learning Target Success Criteria Following a Healthy Diet ch. 8	22	23	24	25	26	27
28 Learning Target Success Criteria Following a Healthy Diet ch. 8	29	30				

October 2025						
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Sun	Mon	Tue	Wed	Thu	Fri	Sat
Activation Focus Guided Collab Independent Closing			1	2	3	4
5 Learning Target Success Criteria Makeups & Reflections	6	7	8	9 Student Holiday/Professional Learning Day	10 PowerUp Asynchronous Learning Day	11
12 Learning Target Success Criteria Engaging IN physical activity ch. 10	13 Student/Teacher Fall Break	14 Student/Teacher Fall Break	15	16	17	18
19 Learning Target Success Criteria Engaging IN physical activity ch. 10	20	21	22	23	24	25
26 Learning Target Success Criteria Vision Boards & Portfolio	27	28	29	30	31 Fall Semester Progress Report #2	

November 2025						
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Sun	Mon	Tue	Wed	Thu	Fri	Sat
Activation Focus Guided Collab Independent Closing						1
2 Learning Target Success Criteria Vision Boards & Portfolio	3	4	5	6	7	8
9 Learning Target Success Criteria Portfolio completion	10	11 Veterans Day Holiday	12	13	14	15
16 Learning Target Success Criteria First Aid	17	18	19	20	21	22
23 Learning Target Success Criteria	24 Thanksgiving	25 Thanksgiving	26 Thanksgiving	27 Thanksgiving	28 Thanksgiving	29
30						

December 2025						
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Sun	Mon	Tue	Wed	Thu	Fri	Sat
Activation Focus Guided Collab Independent Closing <i>Learning Target</i> <i>Success Criteria</i> First Aid & Makeups	1	2	3	4	5	6
7 Final Exam Prep	8	9	10	11	12	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			