|  | **January 2025** | | | | |  |
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| **Sun** | **Mon** | **Tue** | **Wed** | **Thu** | **Fri** | **Sat** |
|  |  |  | 1 | 2 | 3  Student Holiday/Professional Learning Day | 4 |
| 5  **Culture**  **Dimensions of Health and Wellness**  **Genetic and Behavioral Factors**  **Technology**  **Environmental factors** | 6  Beginning of 2nd Semester  Students will work in group of four and will be assigned a main health topic to research and present to the class  Each topic should include the following  1.key vocabulary terms within the section  2.5-7 seven sentence summaries of section in own words  3. 3 Important & Interesting Facts from each red/burgundy section  4. 2 Relevant Images & 5 questions & answers that one should be able to answer based on your group’s information  Due Today: group members, topic assigned, member’s responsibility, | 7  Individuals in groups complete research and fill in organizer with required information using book and resources provided by coach  Due Today: completed organizer with each person’s section | 8  Students will use information from organizer to create PowerPoint that will be used to present information | 9  Students complete PowerPoints & Practice Presentations (students can choose to do video, voice over or in person presentation) | 10  Students will watch presentations and use sticky notes or index cards to take notes | 11 |
| 12  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.  **ADAP brochure** | 13  Day 1: Introduction to ADAP and TADRA  Activation (5 minutes)  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)  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)  Discuss key TADRA rules and their purpose (e.g., curfews, passenger limits).  Show an example of an effective brochure for inspiration.  Collaborative (15 minutes)  In small groups, students brainstorm brochure themes and begin organizing content sections (e.g., TADRA, alcohol awareness, traffic laws).  Independent/Closing (5 minutes)  Exit ticket: “Write down one thing you learned about TADRA today and one idea for your brochure.”  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.  Design: Use visuals, clear text, and organized sections. | 14  Report Cards  Day 2: Alcohol and Drug Awareness  Activation (5 minutes)  Think-Pair-Share: “How can alcohol and drugs impair a driver’s ability to make safe decisions?”  Focus (10 minutes)  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)  Show real-life examples or case studies of accidents caused by impaired driving.  Collaborative (15 minutes)  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)  Students write one key takeaway from today and how they’ll incorporate it into the brochure. | 15  Day 3: Georgia Traffic Laws  Activation (5 minutes)  Quick quiz: “What is the speed limit in a school zone?” or other common traffic laws.  Focus (10 minutes)  Discuss Georgia traffic laws:  Seatbelt requirements.  Hands-free device laws.  Consequences of breaking traffic laws (fines, points on a license).  Guided (10 minutes)  Review resources, such as the Georgia Driver’s Manual, for accurate information.  Collaborative (15 minutes)  Groups draft the traffic laws section of their brochures.  Midweek progress check: Review drafts and provide targeted feedback.  Independent/Closing (5 minutes)  Reflection: “What did you learn today that surprised you about Georgia traffic laws?” | 16  Day 4: Brochure Design and Safe Driving Practices  Activation (5 minutes)  Show examples of visually appealing brochures and discuss key design elements (e.g., color, layout, font).  Focus (10 minutes)  Teach about safe driving habits:  Avoiding distractions (e.g., phones, passengers).  Defensive driving techniques.  Guided (10 minutes)  Walk students through the process of organizing information for clarity and impact.  Collaborative (15 minutes)  Groups finalize content and design their brochures.  Teacher conducts a final progress check to ensure readiness for submission.  Independent/Closing (5 minutes)  Homework: Students review their section of the brochure for accuracy and completeness. | 17  Day 5: Presentation and Peer Feedback  Activation (5 minutes)  Quick reflection: “What was the most challenging part of creating your brochure?”  Focus (10 minutes)  Review presentation expectations:  Clarity of explanation.  Engaging delivery.  Guided (15 minutes)  Each group presents their brochure to the class.  Collaborative (15 minutes)  Peer feedback: Students complete a feedback form for each presentation, highlighting strengths and areas for improvement.  Independent/Closing (5 minutes)  Exit ticket: “What’s one new thing you learned from another group’s presentation?”  Assessment for Progress Checks and Final Brochure:  Rubric (Total: 100 points)  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. | 18 |
| 19 | 20  MLK Jr. Holiday | 21  Day 5: Presentation and Peer Feedback  Activation (5 minutes)  N/A  Focus (10 minutes)  Review presentation expectations:  Clarity of explanation.  Engaging delivery.  Guided (15 minutes)  Each group presents their brochure to the class.  Collaborative (15 minutes)  Peer feedback: Students complete a feedback form for each presentation, highlighting strengths and areas for improvement.  Independent/Closing (5 minutes)  ADAP review -NearPod | 22  Activation (5 minutes)  N/A  Focus (10 minutes)  Login to quizziz to assessment  Review presentation expectations:  Clarity of explanation.  Engaging delivery.  Guided (15 minutes)  N/A  Independent  Students will complete ADAP assessment  -students will work on missing work | 23  Activation (5 minutes)  Kobe Video why 4AM practice  Focus (10 minutes)  Coach provide remediation and opportunity for those that failed ADAP assessment to complete retake  Guided (15 minutes)  N.A.  Coach show students how to complete grade and assignment check sheet  Collaborative (15 minutes)  Independent  Students work to complete assignments check sheet and makeup any assignments that are missing | 24  Activation (5 minutes)  Gym chaos video  Focus (10 minutes)  Students review gym expectations with peers and coach  Guided (15 minutes)  N/A  Collaborative (15 minutes)  Students complete 5-10 minute walk  Independent  Students can practice free play based on items provided or continue to walk  Those missing work can complete makeup work on computer | 25 |
| 26  CTB | 27 | 28 | 29 | 30 | 31 |  |

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| 2  CTB | 3  Activation  Students complete CTB Survey following steps & code from teacher’s page & Canvas  Focus  Coach provide expectations and explain state requirements for CTB  Guided  Coach will guide students through accessing the content  Class discussion of Lesson 1 information: coach, volunteers or students called on will read various portions of the text  Coach provide rubric and instructions for Lesson 1-4 assignment and students use remaining time to begin assignment/project  Collaborative  N/A  Independent/Closing  Students work on CTB Leasson 1-4 assignment beginning with lesson 1’s material by creating SMART goals | 4  **Activation**  Students complete CTB Survey following steps & code from teacher’s page & Canvas (if not done previous day, show teacher the code and write it in your notebook)  **Focus**  Coach review video assignment expectations and emphasize the use of the CTB manual from Launchpad  **Guided**  Coach will guide students through rubric  Class discussion of Lesson 3 & Baby Budget  **Collaborative**  N/A  Independent/Closing  Students work on CTB Leasson 1-4 assignment beginning with lesson 1’s material by creating SMART goals | 5  Activation  STD video  Focus  Coach review Lesson 4 STDs epidemic & how they are spread  Guided  N/A  Collaborative  Peer Share-Personal Values  Independent/Closing  Students complete video assignment  Plant seeds | 6  Activation  Celebrity couples relationship video  <https://www.youtube.com/>  shorts/klwCZvZRZ1Q  Focus  Class discussion on Developing the Best Relationships & Choosing the Best Journey using manual content and examples  Guided  Coach will show example of Vision Board Exemplar & rubric to review expectations for assignment  Collaborative  N/A  Independent/Closing  Students work on CTB 5-8 Vision Board | 7  Activation  Being Assertive  <https://www.youtube.com/>  watch?v=x0wB0upt0\_Q  Focus  Video & Vision Board Checklist  Guided  N.A  Collaborative  N/A  Independent/Closing  Students work on CTB 5-8 Vision Board  Students turn in checklist with assignments on Canvas | 8 |
| 9  Promoting Mental and Emotional Health Ch.4  Shifting to Positive Thinking ch. 5  Managing Stress ch. 6  **Georgia Standards of Excellence (GSE) for Health**   * **HEHS.1** - Students will comprehend concepts related to health promotion and disease prevention to enhance health. * **HEHS.4** - Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. * **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. | 10  \*\*Students will complete Vision Board from previous week using computer, rubric, example, and manual content focusing on SMART goal\*\*\*  **Activation**  **N/A**  **Focus**  **Guided**  Students reminded of expectations for CTB Lessons 1-4 video  If done, students will begin working on Vision Board  **Collaborative**  **N/A**  **Independent**  Students given final opportunity to work on CTB video  Black History Project & Positive thinking  Plant seeds  (can also add mental and emotional health and have students focus on an African American figure that impacted these parts of health with ju | 11  \*\*Students will complete Vision Board from previous week using computer, rubric, example, and manual content focusing on SMART goal\*\*\*  Black History Project & Positive thinking  Track and complete maintenance for seeds  **Activation**  **N/A**  **Focus**  **Guided**  Students given instructions and example for Vision Board using manual from CTB  **Collaborative**  **N/A**  **Independent**  Students given final opportunity to complete Vision Board & Student CTB manual | 12  **Activation**  **N/A**  **Focus**  **Guided**  Students given instructions for planting seeds  1.Write name & seed planted on label  2. Fill cup up with soil  3. Allow Coach to give seeds to place in each hole  4. Cover the seed lightly with soil  5. Water & place in designated area  **Collaborative**  **N/A**  **Independent**  Students given final opportunity to complete Vision Board & Student CTB manual | 13  **Activation**  **N/A**  **Focus**  **Guided**  Students given instructions for planting seeds  1.Write name & seed planted on label  2. Fill cup up with soil  3. Allow Coach to give seeds to place in each hole  4. Cover the seed lightly with soil  5. Water & place in designated area  **Collaborative**  **N/A**  **Independent**  Students given final opportunity to complete Vision Board & Student CTB manual | 14  Student Holiday/Professional Learning Day | 15 |
| 16  2.4 pg 57 Community & Public Health | 17  Student/Teacher Holiday | 18  PowerUp Asynchronous Learning  1.Create KIM chart for mental and emotional health in your notebook on the 5th page. Using your own words do not simply copy the definition from the textbook or internet read the definition an pull out three key terms to help you define the word by looking at them and list them with bullet points  2. Mental and Emotional health video-This should be completed under your KIM chart on the same page using the heading in caps  \*\*Use the link above watch the video and write five sentence summary explaining the importance of mental health and how emotional health is related to mental health.   |  |  |  | | --- | --- | --- | | K. key term | I. Info | M.  Clue | | Emotional health |  |  | | Mental health |  |  | | 19  Finish planting seeds  Emotional & Mental health discussion-connect to plants | 20  Activation  N/A | 21  Makeups for  CTB & Black History | 22 |
| 23 | 24  **Day 1: Introduction to Mental & Emotional Health in Black History**  **Learning Target:** I can define mental and emotional health and explain its importance in daily life. **Success Criteria:**  I can identify key aspects of mental and emotional health.  I can discuss challenges African Americans have faced in mental health advocacy.  **Activities:**  **Discussion:** What is mental and emotional health? Why is it important?  **Video Clip:** The stigma of mental health in the African American community.  **Class Brainstorm:** Historical and present-day challenges in access to mental health care for African Americans.  **Exit Ticket:** Students write a one-paragraph reflection on what mental and emotional health means to them. | 25  **Day 2: African American Figures in Mental Health Advocacy**  **Learning Target:** I can identify African American figures who have impacted mental health awareness. **Success Criteria:**  I can explain how specific African Americans have contributed to mental health awareness and services.  I can describe how their work continues to influence society today.  **Figures to Highlight:**  **Bebe Moore Campbell** – Advocate for mental health awareness and co-founder of NAMI Urban Los Angeles.  **Dr. Joy DeGruy** – Researcher on intergenerational trauma in African American communities.  **Dr. Sidney Hankerson** – Works to integrate mental health services in Black churches.  **Activities:**  **Gallery Walk:** Stations with short bios and quotes from mental health advocates.  **Group Discussion:** How have these figures influenced mental health perceptions?  **Mini-Research Task:** Students choose one figure to research further. | 26  **Day 3: Positive Thinking and Resilience in Black History**  **Learning Target:** I can explain the role of positive thinking and resilience in overcoming challenges. **Success Criteria:**  I can define positive thinking and resilience.  I can analyze how African American figures have used positive thinking to create change.  **Figures to Highlight:**  **Maya Angelou** – Poet and speaker on self-worth and positivity.  **Oprah Winfrey** – Media mogul and advocate for personal growth.  **Dr. Martin Luther King Jr.** – Used resilience and optimism in the Civil Rights Movement.  **Activities:**  **Quote Analysis:** Students analyze famous quotes and discuss their meaning.  **Journaling:** How does positive thinking help in difficult situations?  **Class Discussion:** How can we apply these lessons to our own lives? | 27  **Day 4: Scrapbook/Digital Project Creation**  **Learning Target:** I can create a visual representation of an African American figure’s impact on mental health or positive thinking. **Success Criteria:**  I can research and summarize the contributions of an African American figure.  I can creatively display the information in a meaningful way.  **Project Options:**  **Scrapbook Page** – Handwritten or digital with photos, quotes, and a short biography.  **Digital Presentation** – Canva, Google Slides, or video project.  **Podcast Episode** – Students record a short segment discussing the person’s impact.  **Activities:**   1. **Research & Planning:** Students gather information and select their format. 2. **Work Time:** Students begin designing their project. | 28  **Day 5: Project Presentations & Reflection**  **Learning Target:** I can present information about an African American figure’s influence on mental and emotional health. **Success Criteria:**  can clearly explain my chosen figure’s contributions.  I can engage my audience with a creative presentation.  **Activities:**   1. **Student Presentations:** Each student presents their work to the class. 2. **Peer Feedback:** Two stars (positive comments) and one wish (suggestion). 3. **Reflection Discussion:** What did we learn about mental health and Black history? |  |

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| 2 **GA High School Health Standards:**  **1HE.HS.5**: Evaluate strategies to prevent chronic diseases through healthy eating and physical activity.  **2.HE.HS.7**: Apply strategies to maintain healthy relationships with the environment, community, and self.  **3.S.C.5**: Understand and apply biological systems and environmental science in daily life, such as agriculture and health-related outcomes.  **4.S.EH.2**: Identify environmental factors that affect personal health, such as air quality, water quality, and access to fresh food.  **Learning Targets:**  By the end of the week, students will be able to:  **1.Understand plant growth needs** (sunlight, water, soil type) and how these needs are impacted by different environments.  **2.Analyze the relationship between different plant species** and determine which plants grow best together (companion planting).  **3.Identify the best location for garden beds** based on factors such as sunlight, water, and space.  **4.Set up a garden bed properly**, including seed planting, spacing, and care.  **5.Track plant growth** by measuring and recording plant height, leaf count, and overall health over time.  **6.Understand the health benefits of growing your own food** and its impact on nutrition and wellness. | 3 Block 1,2,5,4  **Activation**  -Students will analyze plants and progress  **Focus**  Update grades & Project Presentation  Student Reflections  Update grades & Project Presentation  Student Reflections  Plant Care & Greenhouse setup  Plant Care & Greenhouse setup  Companion Planting & Garden Bed Locations  Objective: Learn about companion planting and the factors that determine the best location for a garden.  • Activity:  1. Discussion: Discuss companion planting in more depth (e.g., tomatoes and basil, beans and corn) and how plants benefit each other.  2. Field Activity: Visit the outdoor space or school garden area. Have students evaluate sunlight exposure, wind patterns, and space for potential garden beds.  3. Group Work: In small groups, students will design a layout for a garden bed, considering plant compatibility, spacing, and optimal location (e.g., southern exposure, well-drained soil).  • Homework: Complete a diagram of your garden bed, labeling the plants and their companion pairings. | 4 Block 3,6,5,7  **(No class)** | 5 Homeroom  Parent Contact & Conferences with teacher  Setting Up the Garden  Objective: Properly set up the garden bed and prepare it for planting.  • Activity:  1. Demonstration: Demonstrate how to prepare soil for planting, including loosening soil, adding compost, and ensuring proper drainage.  2. Hands-on Activity: Students will work in groups to prepare their garden beds (digging, adding compost, and placing seeds according to their plan from Day 2).  3. Planting: Students will plant seeds, ensuring proper spacing and depth according to seed instructions.  • Homework: Write a reflection on why you chose the plants you did for your garden bed and how you ensured they were planted correctly. | 6 Block 1,2,5, 4  Update grades & Project Presentation  Student Reflections  Plant Care & Greenhouse setup  Tracking Growth and Maintenance  Objective: Track the growth of plants and learn the basics of garden maintenance.  • Activity:  1. Data Collection: Students will measure and record their plants' growth (height, number of leaves, and overall health) in a growth chart.  2. Discussion: Talk about the importance of regular watering, weeding, and monitoring plant health.  3. Group Reflection: How are the plants doing so far? Are there any challenges (e.g., pests, weather)? What are the students' observations about their plants' needs?  • Homework: Track plant growth at home (if applicable) and report back with updated measurements. | 7 Block 3,6,5,7  **(No Class)** | 8  Assessment & Evaluation:  •Formative Assessment:  -Observations during group activities (Day 1–4).  -Participation in discussions and tracking growth.  •  Summative Assessment:  -  Final written reflection on gardening's health benefits.  -Completed garden plan, including companion planting chart and garden bed layout.  -  -Growth tracking data and final plant health report. |
| 9  Unit 3 ch. 8-10  Following a Healthy Diet -ch 8  Having a Healthy Body Image ch.9  Engaging IN physical activity ch. 10 | 10  PowerUp Asynchronous Learning Day | 11  Setting Up the Garden  Objective: Properly set up the garden bed and prepare it for planting.  -Activation:  1.Watch video Demonstration: Demonstrate how to prepare soil for planting, including loosening soil, adding compost, and ensuring proper drainage.  a. Students complete assignment on preparing soil and garden beds for transplanting  2.: Students will determine groups to prepare their garden beds based on last week’s visit to garden area and design created (digging, adding compost, and placing seeds according to their plan from Day 2).  3.Planting update : Students will take picture of plants and determine the plant’s progress while listing the info from teacher’s page with image on padlet  1. .  • Homework: Write a reflection on why you chose the plants you did for your garden bed and how you ensured they were planted correctly. | 12  Setting Up the Garden  Objective: Properly set up the garden bed and prepare it for planting.  • Activity:  1. Demonstration: Demonstrate how to prepare soil for planting, including loosening soil, adding compost, and ensuring proper drainage.  2. Hands-on Activity: Students will work in groups to prepare their garden beds (digging, adding compost, and placing seeds according to their plan from Day 2).  3. Planting: Students will plant seeds, ensuring proper spacing and depth according to seed instructions.  • Homework: Write a reflection on why you chose the plants you did for your garden bed and how you ensured they were planted correctly. | 13 | 14 | 15 |
| 16  **Health Standards: HE H.S.1, HE H.S.2, HE H.S.6** **Science Standards: Research & Lab Report, Data Tracking**  **Learning Target:** I can research and evaluate barriers to plant growth and sustainability and make the adjustments on improving the success of plant growth  Success Criteria:  1.I can evaluate the status of my plant’s health and hypothesize using evidence at least two factors that contributed to the current status of my plant  2I can create a action plan to ensure the future success of the plants that I care for in the future using detailed steps that someone else could follow without my guidance but by reading my instructions. | 17  **Activation: Plant Observation & Care**  **Focus: Coach refer students to board**  **Classwork: Complete this in Canvas**   1. **List at least four observation you notice of your plant (what do you see when you look at it?)** 2. **Based on your observation is your plant healthy or unhealthy** 3. **List at least two factors that contributed to the current health of your plant** 4. **Research science experiences you could perform with the gardening and horticulture project (use links provided for assistance)**     **a**.**Come inform your Coach to determine whether or not we have the resources to perform the experiment of your choice (WHEN APPROVED BY COACH, COMPLETE THE REMAINDER)**  **b**.**Determine the questions you could pose based on the experiment you are interested in**  **c**.**Create your hypothesis based on your research on the outcome of your experiment will present**  **d.Upload to Canvas** | 18  **Introduction to Health Promotion and Disease Prevention**  **Learning Target:** Comprehend health promotion and disease prevention concepts.  Guided: Introduction to the course and health-related topics. Discuss the significance of healthy behaviors, focusing on balanced nutrition, physical activity, and mental health.  **Collaboration**  **STEM Integration:** Explain the scientific basis for healthy behaviors (e.g., the role of nutrients in the body, effects of exercise on health).  Independent  Journal reflection on current health behaviors. | 19  **Project**  **The Science Behind Healthy Eating**  **Learning Target:** Evaluate benefits and barriers to healthy eating.  **Activity:** Discussion and compare/contrast healthy vs. unhealthy eating habits. Break into small groups to brainstorm strategies for healthy meal planning.  **STEM Integration:** Research and present scientific data on the benefits of various foods (vitamins, minerals, antioxidants).  **Project:** Begin planning the gardening experiment (based on healthy food production).  Research one fruit or vegetable and its benefits to health. | 20  **Work on Project**  **The Science Behind Healthy Eating**  **Learning Target:** Evaluate benefits and barriers to healthy eating.  **Activity:** Discussion and compare/contrast healthy vs. unhealthy eating habits. Break into small groups to brainstorm strategies for healthy meal planning.  **STEM Integration:** Research and present scientific data on the benefits of various foods (vitamins, minerals, antioxidants).  **Project:** Begin planning the gardening experiment (based on healthy food production).  Research one fruit or vegetable and its benefits to health. | 21  **Complete Project**  **The Science Behind Healthy Eating**  **Learning Target:** Evaluate benefits and barriers to healthy eating.  **Activity:** Discussion and compare/contrast healthy vs. unhealthy eating habits. Break into small groups to brainstorm strategies for healthy meal planning.  **STEM Integration:** Research and present scientific data on the benefits of various foods (vitamins, minerals, antioxidants).  **Project:** Begin planning the gardening experiment (based on healthy food production).  Research one fruit or vegetable and its benefits to health. | 22 |
| 23 | 24  Clean, setup garden bed, replant & record | 25  Care record & notes completion on observations and what was done  -begin working on carrying out science experiment and collecting & recording data  -Nutrition project (portfolio) | 26  Care record & notes completion on observations and what was done  --begin working on carrying out science experiment and collecting & recording data  -Nutrition project (portfolio) | 27  Care record & notes completion on observations and what was done  -begin working on carrying out science experiment and collecting & recording data  -Nutrition project (portfolio) | 28  Care record & notes completion on observations and what was done  -begin working on carrying out science experiment and collecting & recording data  -Nutrition project (portfolio)  Spring Semester Progress Report 2 | 29 |
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| 6 | 7  Spring Break | 8  Spring Break | 9  Spring Break | 10  Spring Break | 11  Spring Break | 12 |
| 13 | 14  Spring Break | 15  Makeups  Students informed of those that will continue garden and those that will do other teacher assignments  (\*Students are still responsible for missing work prior to change\*) | 16  Makeups  Students informed of those that will continue garden and those that will do other teacher assignments  (\*Students are still responsible for missing work prior to change\*) | 17  Makeups  Students informed of those that will continue garden and those that will do other teacher assignments  (\*Students are still responsible for missing work prior to change\*) | 18  Student/Teacher Holiday | 19 |
| 20  16.4 Providing first aid  Project kt-with explanation of what everything, benefits,  Spicy Bowl Party information for next week  -word search & summary | 21  -Intro to Basic First Aid--Discussion Question & short paragraph summary  -Class Discussion  **Day 1: Health Discussion (20 points)**   * Discussion Question: Why is it important to know how to provide basic first aid? * Think about a time you or someone you know was injured. What happened? What could have helped in that situation?   Students will write a short paragraph (5–7 sentences) and participate in a class discussion | 22  **Day 2: Reading Handout & Questions (25 points)**  Handout: "The Basics of First Aid"  **Reading Material:** First aid is the initial help given to someone who is injured or suddenly becomes ill. It includes simple techniques like cleaning a cut, stopping bleeding, or helping someone who is choking. In any emergency, the first step is to stay calm and ensure the scene is safe. If the injury is serious, you should call 911 immediately. For cuts and scrapes, wash the area with clean water, apply pressure if there is bleeding, and use a bandage. Burns should be cooled with running water, then covered with a sterile cloth. If someone may have broken a bone, do not move them unless necessary—support the injured area and wait for help. CPR (Cardiopulmonary Resuscitation) is used when someone’s heart stops; knowing how to do chest compressions and rescue breaths can save lives.  **Questions (Short Answer & Multiple Choice):**   1. What are the first steps you should take when someone is unconscious? 2. When should you call 911? 3. Why is it important not to move someone with a potential neck injury? 4. What is the difference between a sprain and a fracture?   Multiple-choice questions reviewing key vocabulary and scenarios | 23  **Day 3: Scenario-Based Assignment** (20 points)  • Students will read the following real-life scenarios:  o Scenario 1: You’re at gym class and a student falls and cannot stand due to ankle pain and swelling.  o Scenario 2: You’re home alone with a sibling who accidentally touches a hot stove and has a red, blistered burn.  •Students must:  -Identify the type of first aid needed.  -List steps to take to help the person.  -Explain why each step is necessary. | 24  **Day 4: Relating to Personal Life (15 points)**  • Journal Prompt: Think about a place where you spend a lot of time (home, school, a sports field). What kind of injuries could happen there? What supplies would you need in a first aid kit for that location?  • Write a paragraph explaining how being prepared can make a difference. | 25  **Day 5: Summary and Review (20 points)**  •Students will write a summary of what they learned this week about first aid (minimum one paragraph).  • Include one new thing they learned, one thing they found interesting, and one thing they want to remember. | 26 |
| 27  Spicy Bowl Nutrition Party & Presentations | 28  . | 29 | 30 |  | | |

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| **Sun** | **Mon** | **Tue** | **Wed** | **Thu** | **Fri** | **Sat** |
|  |  |  |  | 1 | 2  First Aid Extra Credit Assignment | 3 |
| 4  18.1-18.3 Communicable Disease, Recognizing diseases, and preventing  Color Party | 5  Testing: Complete Last Week’s Assignments & Work on Missing Work | 6  Testing: Complete Last Week’s Assignments & Work on Missing Work | 7  Spicy Bowl Party Extra Credit  Extravaganza  (refer to teacher’s page & canvas for more details) | 8  Spicy Bowl Party Extra Credit  Extravaganza  (refer to teacher’s page & canvas for more details) | 9  Spicy Bowl Party Extra Credit  Extravaganza  (refer to teacher’s page & canvas for more details)  PARTY DAY! | 10 |
| 11  , Makeups | 12  Students given the opportunity to work on missing assignments (Last day)  Final Exam Study Guide | 13  Final Exam Study Guide | 14  Final Exam Study Guide | 15  Final Exam Study Guide | 16  Final Exam Study Guide | 17 |
| 18 | 19  Semester Exams | 20  Semester Exams | 21  Semester Exams | 22  Semester Exams | 23  Last Day of School/Early Release  Semester Exams | 24 |
| 25 | 26  Memorial Day Holiday | 27 | 28  Report Cards | 29 | 30 | 31 |

Resources

Jan

1. Kobe Video: <https://www.google.com/search?q=kobe+bryant+i+watched+you+at+practice&sca_esv=a2e5addff9925f7c&rlz=1C1GCEA_enUS1027US1032&udm=7&biw=1536&bih=738&ei=uQV4Z5yPOaPmwN4P8rH84Ag&ved=0ahUKEwjcz4Gr8tmKAxUjM9AFHfIYH4w4FBDh1QMIEA&uact=5&oq=kobe+bryant+i+watched+you+at+practice&gs_lp=EhZnd3Mtd2l6LW1vZGVsZXNzLXZpZGVvIiVrb2JlIGJyeWFudCBpIHdhdGNoZWQgeW91IGF0IHByYWN0aWNlMgUQIRigATIFECEYoAEyBRAhGKABMgUQIRifBTIFECEYnwUyBRAhGJ8FSJMjUABYzCFwAXgAkAEAmAF3oAGnEqoBBDIzLjW4AQPIAQD4AQGYAhygApUSwgILEAAYgAQYkQIYigXCAgsQABiABBixAxiDAcICCBAAGIAEGLEDwgIFEAAYgATCAgYQABgWGB7CAgUQABjvBcICBRAhGKsCmAMAkgcEMjEuN6AHtbsB&sclient=gws-wiz-modeless-video&safe=active&ssui=on#fpstate=ive&vld=cid:895d686b,vid:hMqEAlRk-SY,st:0>