



Course Name Positive Well-Being

Unit Title Happiness (1)

**STAGE 1 | DESIRED RESULTS**

Context and relevance for student learning

Standards	Transfer	
<p>4.3 Demonstrate integration of curriculum and instruction to meet children's developmental needs and interests.</p> <p>10.6.7 Promote wellness through recreation and leisure programs and events.</p> <p>12.2 Analyze conditions that influence human growth and development.</p> <p>12.3 Analyze strategies that promote growth and development across the lifespan.</p> <p>14.1.1 Explain physical, emotional, social, psychological, and spiritual components of individual and family wellness</p> <p>1.1.5 Define goals for life-long learning and leisure opportunities for all family members.</p> <p>1.1.5 Define goals for life-long learning</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Understand the science of happiness and how to incorporate skills in their daily lives to promote positive well-being.</li> </ul>	
	Meaning	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> There are misconceptions about what makes humans happy.</li> <li><input type="checkbox"/> Goal setting and lifestyle changes promote positive well-being.</li> <li><input type="checkbox"/> Thoughts and behaviors are factors humans can control to be happier</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> What does happiness mean and what are factors that affect happiness?</li> <li><input type="checkbox"/> What does it mean to have a positive well-being?</li> <li><input type="checkbox"/> What actually makes human beings happy?</li> <li><input type="checkbox"/> How do thoughts, behaviors, circumstances, and genetics play a role in a person's happiness level?</li> <li><input type="checkbox"/> What are examples of lifestyle changes you can implement into your daily life to promote well-being?</li> </ul>
Acquisition(need to align with above and standards)		
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The scientific definition of happiness and positive well-being.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Setting goals to implement lifestyle changes into daily routines</li> <li><input type="checkbox"/> Differentiating between factors that will cause short term v. long term happiness.</li> <li><input type="checkbox"/> Writing and expressing gratitude.</li> </ul>	

	<ul style="list-style-type: none"> <li><input type="checkbox"/> The factors and lifestyle habits that contribute to positive well-being.</li> <li><input type="checkbox"/> Why happiness has both nature and nurture components.</li> <li><input type="checkbox"/> How to implement daily practices to promote well-being.</li> <li><input type="checkbox"/> The benefits of daily practices to promote well-being.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Creating and implementing random acts of kindness.</li> <li><input type="checkbox"/> Applying daily practices such as exposure to sunlight, nature, journaling, movement, mindfulness etc. to manage fluctuations in mood.</li> <li><input type="checkbox"/> Trying to reduce social media exposure over time.</li> </ul>
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**Course Name** Positive Well-Being

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**Unit Title** Nutrition (2)

STAGE 1   DESIRED RESULTS		
Context and relevance for student learning		
Standards	Transfer	
<p>9.3 Evaluate nutrition principles, food plans, preparation techniques and specialized dietary plans.</p> <p>9.4 Apply basic concepts of nutrition and nutritional therapy in a variety of settings.</p> <p>9.6 Demonstrate food science, dietetics, and nutrition management principles and practices.</p> <p>14.1 Analyze factors that influence nutrition and wellness practices across the life span.</p> <p>14.1.2 Analyze the effects of psychological, cultural, and social influences on food choices and other nutrition practices.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Understand how nutrition can promote positive well-being</li> </ul>	
Meaning		
	<p><b>UNDERSTANDINGS</b></p> <p><i>Students will understand...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Nutrition strongly correlates with better mood, attentive levels, cognition, and consistent energy levels</li> <li><input type="checkbox"/> Students can incorporate exact foods, macronutrients and micronutrients into their diet that promote mental health</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <p><i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How does nutrition impact mental and physical health?</li> <li><input type="checkbox"/> <i>What are current research studies that show nutrition's benefits on mental and physical well being?</i></li> <li><input type="checkbox"/> How can we use healthier substitutes in cooking to promote natural energy?</li> </ul>

<p>14.2 Evaluate the nutritional needs of individuals and families in relation to health and wellness across the lifespan</p> <p>14.3 Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span.</p> <p>14.1.3 Analyze the governmental, economic, and technological influences on food choices and practices.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> the relationship between nutrition and mental health (current evidence- based scientific studies on the link between nutrition and depressive and anxious symptoms, eating disorders etc.)</li> <li><input type="checkbox"/> Nutrition is a coping strategy</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> What are some long-term health problems that can be managed or prevented with changing nutritional needs?</li> </ul>
<b>Acquisition(need to align with above and standards)</b>		
<p>14.1.4 Analyze the effects of global and local events and conditions on food choices and practices</p> <p>14.1.5 Analyze legislation and regulations related to nutrition and wellness</p> <p>14.2.1 Analyze the effect of nutrients on health, appearance, and peak performance.</p> <p>14.2.2 Analyze the relationship of nutrition and wellness to individual and family health throughout the lifespan.</p> <p>14.2.3 Analyze the effects of food and diet fads, food addictions, and eating disorders on wellness.</p> <p>14.2.4 Analyze sources of food and nutrition information, including food labels, related to health and wellness.</p> <p>14.3.1 Apply various dietary guidelines in planning to meet nutrition and wellness needs.</p> <p>14.3.2 Design strategies that meet the health and nutrition requirements of individuals and families with special needs.</p> <p>14.5.2 Analyze how the scientific and technical advances in food processing, storage, product development, and distribution influence nutrition and wellness</p>	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> healthy food examples of macronutrients and micronutrients</li> <li><input type="checkbox"/> the functions of healthy ingredients</li> <li><input type="checkbox"/> the disproportionate effects of processed versus healthy food options</li> <li><input type="checkbox"/> how nutrition positively benefits mental health and helps in preventing common health problems</li> <li><input type="checkbox"/> benefits of family meal times</li> <li><input type="checkbox"/> benefits of a sustainable diet and reducing food waste</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> substituting healthier options/ingredients into their favorite recipes/foods</li> <li><input type="checkbox"/> reflecting on their mood and energy levels after experimenting with different foods</li> <li><input type="checkbox"/> applying strategies to make healthier eating a part of a student's routine by choosing specific foods that promote natural energy and mood management</li> <li><input type="checkbox"/> reading and analyzing nutrition labels in order to make sense of nutritional value and nutrient dense food</li> </ul>



Course Name Positive Well-Being

Unit Title Stress & Mindfulness (3)

### STAGE 1 | DESIRED RESULTS

Context and relevance for student learning

Standards	Transfer	
<p>7.5 Evaluate services for individuals and families with a variety of disadvantaging conditions</p> <p>7.5.3 Illustrate coping or adjustment strategies and stress management practices for the participant, a caregiver, and family members.</p> <p>13.1.6 Demonstrate stress management strategies for family, work, and community settings.</p> <p>1.2.7 Analyze factors that contribute to maintaining safe and healthy school, work and community environments.</p> <p>2.1.6 Summarize information about procuring and maintaining health care to meet the needs of individuals and family members.</p> <p>4.4.1 Manage physical space to maintain a learning environment that is safe and healthy and encourages physical activity.</p> <p>4.4.6 Implement basic health practices and prevention procedures for workers and</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> use stress in a productive way by learning how to practice mindfulness strategies to manage stress.</li> </ul>	
	Meaning	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Responses to and views of stress impact mental and physical health</li> <li><input type="checkbox"/> Breathing and relaxation techniques can help manage stress</li> <li><input type="checkbox"/> there are physiological and psychological responses to environmental stimuli that elicit a stress response</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How do lifestyle changes lead to managing stress in a more productive way?</li> <li><input type="checkbox"/> How can relaxation techniques help students manage their stress?</li> <li><input type="checkbox"/> How do specific types of exercise and relaxation techniques help promote a better mood?</li> <li><input type="checkbox"/> How can stress be used to seek positive social connection?</li> </ul>
	Acquisition(need to align with above and standards)	
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> how stress can positively and negatively impact one’s mental and physical health</li> <li><input type="checkbox"/> that stress also releases oxytocin and ultimately fuels social connection</li> <li><input type="checkbox"/> that stress be used as motivator to accomplish immediate tasks</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> the strategies they can do to manage stress               <ul style="list-style-type: none"> <li>○ mindfulness techniques such as meditation and deep breathing exercises</li> <li>○ cardio and strength training effects on mental health</li> <li>○ walking, yoga, tai chi</li> </ul> </li> </ul>	

children regarding childhood illness and communicable diseases.	<input type="checkbox"/> how stress can be viewed within a growth mindset	<input type="checkbox"/> daily journaling, calling a friend, going outside in nature <input type="checkbox"/> changing their view of stress and viewing it as a motivator
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Course Name **Positive Well-Being**


Unit Title **Relationships (4)**

### STAGE 1 | DESIRED RESULTS

Context and relevance for student learning

Standards	Transfer	
<p>1.1.1 Summarize local and global policies, issues, and trends in the workplace and community that affect individuals and families.</p> <p>13.1 Analyze functions and expectations of various types of relationships.</p> <p>13.2 Analyze personal needs and characteristics and their effects on interpersonal relationships.</p> <p>2.1.2 Analyze how individuals and families make choices to satisfy needs and wants.</p> <p>13.1.1 Analyze processes for building and maintaining interpersonal relationships.</p> <p>13.1.2 Predict the effects of various stages of the family life cycle on interpersonal relationships.</p> <p>13.1.3 Compare physical, emotional, spiritual and intellectual functioning in stable and unstable</p>	<p><i>Students will be able to independently use their learning to...</i></p> <input type="checkbox"/> understand the health benefits of connection and how to maintain meaningful relationships.	
	Meaning	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand...</i></p> <input type="checkbox"/> Quality relationships play an important role in one’s overall well-being. <input type="checkbox"/> Building connections with others requires empathy. <input type="checkbox"/> Positive connections and relationships result in health benefits.	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <input type="checkbox"/> What are the health benefits of maintaining quality connections? <input type="checkbox"/> How can you empathize with individuals in order to promote well-being for yourself and others? <input type="checkbox"/> How can you resolve conflicts and communicate effectively in personal and professional relationships?

relationships. 13.1.4 Analyze factors that contribute to healthy and unhealthy relationships. 13.1.5 Analyze processes for handling unhealthy relationships. 13.2.1 Analyze the effects of personal characteristics on relationships. 13.2.2 Analyze the effect of personal need on relationships.		<input type="checkbox"/> How can seeking social support and connection improve your overall mental and physical well-being?
	<b>Acquisition(need to align with above and standards)</b>	
	<i>Students will know...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> the definition and differences between apathy, sympathy, and empathy</li> <li><input type="checkbox"/> the science of loneliness regarding mental and physical health</li> <li><input type="checkbox"/> effective forms of communication</li> <li><input type="checkbox"/> the role relationships play in happiness and quality of life</li> </ul>	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> practicing empathy</li> <li><input type="checkbox"/> conflict resolution</li> <li><input type="checkbox"/> maintaining healthy relationships through effective communication and teamwork</li> <li><input type="checkbox"/> creating community when they are adults and not associated with an institution</li> <li><input type="checkbox"/> interpersonal skills and transferable skills</li> <li><input type="checkbox"/> techniques on how to empathize</li> <li><input type="checkbox"/> social skills to navigate personal and professional spaces</li> </ul>



**Course Name** Positive Well-Being

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**Unit Title** Self-Esteem (5)

<b>STAGE 1   DESIRED RESULTS</b> Context and relevance for student learning		
Standards	Transfer	
13.2.3 Analyze the effects of self-esteem and self-image on relationships. 13.2.4 Analyze the effects of life span events and conditions on relationships. 13.2.5 Explain the effects of personal	<i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> embody a growth mindset and ultimately enhance their self-esteem.</li> </ul>	
	Meaning	
	<b>UNDERSTANDINGS</b> <i>Students will understand...</i>	<b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i>

<p>standards and behaviors on interpersonal relationships.</p> <p>7.2.6 Analyze effective individual and family advocacy and self-advocacy strategies to overcome diverse challenges facing human services participants.</p> <p>1.1.2 Analyze the effects of social, economic, and technological change on work and family dynamics.</p> <p>14.2.3 Analyze the effects of food and diet fads, food addictions, and eating disorders on wellness.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> You can transform from a fixed mindset into a growth mindset</li> <li><input type="checkbox"/> Goal-setting is a strategy to boost self-esteem and confidence</li> <li><input type="checkbox"/> Social media has effects on mental and physical health</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> How can you change your mindset to view a personal or professional adverse experience in a more productive way?</li> <li><input type="checkbox"/> What daily goals and strategies can you implement to boost your self-esteem?</li> <li><input type="checkbox"/> How has social media influenced your self-growth and well-being?</li> <li><input type="checkbox"/> What changes can you make to limit social media use and replace it with healthy lifestyle changes?</li> <li><input type="checkbox"/> How can I use advocacy skills when experiencing stress?</li> </ul>
<b>Acquisition(need to align with above and standards)</b>		
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> the difference between a growth and fixed mindset</li> <li><input type="checkbox"/> positive self-regard</li> <li><input type="checkbox"/> relative deprivation</li> <li><input type="checkbox"/> resiliency techniques</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> overcoming adverse situations in their personal and professional lives</li> <li><input type="checkbox"/> reframing their self-talk</li> <li><input type="checkbox"/> practicing the lifestyle changes that have been discussed over the course of the semester in order to build their self-esteem <ul style="list-style-type: none"> <li>○ Mindfulness</li> <li>○ Benefits of nature/natural sunlight exposure each day</li> <li>○ Reducing social media</li> <li>○ Gratitude logs</li> <li>○ Random acts of kindness</li> <li>○ Reduction of social media</li> <li>○ Time affluence</li> <li>○ Behavior feedback effect</li> <li>○ Movement</li> <li>○ Connection to others</li> <li>○ Doing at least 1 thing you enjoy each day (non-phone related)</li> </ul> </li> <li><input type="checkbox"/> resiliency training</li> <li><input type="checkbox"/> combatting comparative culture on social media</li> </ul>

