



**Literacy Design
Collaborative**

Happy is the New Healthy

by Lauri Brandt, Melissa K. Carver, Phyllis J. Reed, and brian r. sevier

This module is meant to be taught in conjunction with the Colorado Department of Education Instructional Unit Sample for High School Health, "Happy is the New Healthy," found at:

<http://www.cde.state.co.us/standardsandinstruction/instructionalunits-comphealth>

The unit "Happy is the New Healthy" focuses on mental/emotional wellness with an emphasis on advocacy. Across the unit's 3-4 week duration, students will define various issues of mental/emotional health (depression, anxiety and self-harm), in order to familiarize themselves with a multitude of resources to support mental/emotional health, and improve communication skills to meaningfully advocate for mental/emotional health on behalf of themselves and others. Additionally, students will leave with an understanding of the impact diversity and respect play in creating a more positive environment within their school.

GRADES

9 - 12

DISCIPLINE

Other

COURSE



**Comprehensive
Health**

Section 1: What Task?

Teaching Task

Task Template A4 - Argumentation

How can an individual's mental health impact the school community? After (reading/researching) primary and secondary sources , write Write a speech in the form of a presentation for the school administration in which you argue from the perspective of a student in the school who has endured a mental, emotional, and/or physical challenge(s). Be sure to include a description of the challenge(s), the resources that you propose should be implemented by the school district, and the impact those resources will have on the school environment . Support your position with evidence from the text/s.

Common Core State Standards

Writing Standards

W.9-10.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.9-10.1.e

Provide a concluding statement or section that follows from and supports the argument presented.

W.9-10.1.d

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.9-10.1.c

Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

W.9-10.1.b

Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

W.9-10.1.a

Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

W.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.9-10.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.9-10.9

W.9-10.9.b

Apply grades 9—10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").

W.9-10.9.a

Apply grades 9—10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").

W.9-10.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Additional Standards

Colorado

Colorado Comprehensive Health and Physical Education Standards

CO

Analyze the interrelationship of physical, mental, emotional, and social health

CO

Analyze the characteristics of a mentally and emotionally healthy person

CO

Describe how mental and emotional health can affect health-related behaviors

CO

Evaluate effective strategies for dealing with stress

CO

Analyze the causes, symptoms, and effects of depression and anxiety

CO

Set goals, and monitor progress on attaining goals for future success

CO

Analyze why setting a personal goal contributes to mental and emotional wellness

CO

Define a clear, attainable personal goal

CO

Describe steps needed to reach personal goals

- CO** Advocate to improve or maintain positive mental and emotional health for self and others
- CO** Demonstrate effective and respectful advocacy strategies in support of the needs and rights of others
- CO** Demonstrate support and respect for diversity
- CO** Advocate for positive and respectful school environment that supports pro-social behavior
- CO** Demonstrate how to communicate the importance of seeking help for mental and emotional problems
- CO** Analyze the underlying causes of self-harming behavior, harming others and steps involved in seeking help
- CO** Analyze the signs and symptoms of people who are in danger of harming themselves or others
- CO** Explain how self-directed violence is the result of the accumulation of multiple problems rather than just one problem
- CO** Summarize why it is important to tell an adult if there are people who are in danger of harming themselves or others

Texts

📖 Non-Fiction Text Sources

Mental Health Information for Teens by Karen Belliner The Anxiety Workbook for Teens: Activities to Help You Deal with Anxiety and Worry by Lisa M. Schab Beyond the Blues: A Workbook to Help Teens Overcome Depression by Lisa M. Schab

📖 Fiction Text Sources

Dear Bully by Carrie Jones & Megan Helley Burned by P.C. Cast & Kristin Cast Impulse by Steven Gould Cut by Patricia McCormich The Pinballs by Betsy Byars Thirteen Reasons Why by Jay Asher

Argumentation Rubric for Grade 6-12 Teaching Tasks

	Not Yet	Approaches Expectations	Meets Expectations	Advanced
	1	2	3	4
Focus	Attempts to address prompt but lacks focus or is off task. D: Attempts to address additional demands but lacks focus or is off task.	Addresses prompt appropriately and establishes a position but focus is uneven. D: Addresses additional demands superficially.	Addresses prompt appropriately and maintains a clear, steady focus. Provides a generally convincing position. D: Addresses additional demands sufficiently.	Addresses all aspects of prompt appropriately with a consistently strong focus and convincing position. D: Addresses additional demands with thoroughness and makes a connection to claim.
Controlling Idea	Attempts to establish a claim, but lacks a clear purpose.	Establishes a claim.	Establishes a credible claim.	Establishes and maintains a substantive and credible claim or proposal.
Reading/Research (when applicable)	Attempts to reference reading materials to develop response, but lacks connections or relevance to the purpose of the prompt.	Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness.	Accurately presents details from reading materials relevant to the purpose of the prompt to develop argument or claim.	Accurately and effectively presents important details from reading materials to develop argument or claim.
Development	Attempts to provide details in response to the prompt, but lacks sufficient development or relevance to the purpose of the prompt.	Presents appropriate details to support and develop the focus, controlling idea, or claim, with minor lapses in the reasoning, examples, or explanations.	Presents appropriate and sufficient details to support and develop the focus, controlling idea, or claim.	Presents thorough and detailed information to effectively support and develop the focus, controlling idea, or claim.
Organization	Attempts to organize ideas, but lacks control of structure.	Uses an appropriate organizational structure for development of reasoning and logic, with minor lapses in structure and/or coherence.	Maintains an appropriate organizational structure to address specific requirements of the prompt. Structure reveals the reasoning and logic of the argument.	Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt. Structure enhances development of the reasoning and logic of the argument.
Conventions	Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, mechanics, language and tone. Sources are used without citation.	Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources.	Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Cites sources using appropriate format with only minor errors.	Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt. Consistently cites sources using appropriate format.
Content Understanding	Attempts to include disciplinary content in argument, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.	Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.	Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.	Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

Background for Students

It is presumed that a student has a working knowledge of basic research techniques and of the relationship between mental/emotion, social, and physical health (The Health Triangle). Teachers may, however, want to revisit/reinforce these understandings at the beginning of the unit.

Extension

Students may create a campaign for their school that focuses on promoting a pro-social positive school environment (e.g. Power points, video presentation)

Section 2: What Skills?

Preparing for the Task

BRIDGING CONVERSATION > TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.

TASK AND RUBRIC ANALYSIS > TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.

Reading Process

PRE-READING > TEXT SELECTION: Ability to identify appropriate texts.

ACTIVE READING > NOTE-TAKING: Ability to select important facts and passages for use in one's own writing.

Transition to Writing

BRIDGING CONVERSATION > IDENTIFYING SIGNIFICANT ELEMENTS: Ability to begin linking reading results to writing task.

Writing Process

PLANNING > PLANNING THE WRITING: Ability to develop a line of thought and text structure appropriate to a narrative task.

DEVELOPMENT > INTRODUCTORY PARAGRAPH: Ability to establish a controlling idea and consolidate information relevant to task.

DEVELOPMENT > BODY PARAGRAPHS: Ability to construct an initial draft with an emerging line of thought and structure.

REVISION, EDITING, AND COMPLETION > REVISION: Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.

REVISION, EDITING, AND COMPLETION > EDITING: Ability to proofread and format a piece to make it more effective.

REVISION, EDITING, AND COMPLETION > FINAL DRAFT: Ability to submit final piece that meets expectations.

Section 3: What Instruction?

PACING SKILL AND DEFINITION PRODUCT AND PROMPT SCORING GUIDE INSTRUCTIONAL STRATEGIES

Preparing for the Task				
15 mins	<p>BRIDGING CONVERSATION > TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.</p>	<p>CHALK TALK (LIST) Silently read the following essential question: What positive and negative factors contribute to your mental and emotional health? Think about it and silently add your thoughts/ideas as a part of a class list in response to the question.</p>	<p>Product meets expectations if students participate meaningfully by adding to the chalk talk.</p>	<p>NOTE: Chalk Talk is a silent way to reflect, generate ideas, check on learning, develop projects, or solve problems. Because it is done completely in silence, it gives students a change of pace and encourages thoughtful contemplation about the word, question, artifact or picture presented.</p> <p>**This mini-task relates directly to learning experience #1 in the Colorado Instructional Unit Sample, "Happy is the New Healthy**</p> <p>SET UP</p> <p>The teacher writes a word or the task's essential question on the board and circles it.</p> <p>LESSON</p> <p>Do Now: Silently journal about the essential question on the board. You might write: what it reminds you of, what questions you have, what you think the answer is, things you already know, etc.</p> <p>1 The teacher explains the norms and expectations of "chalk talk":</p> <ul style="list-style-type: none"> * Silence in the room. *One person at the board at a time *If classroom culture permits, it can also be very effective to say nothing at all except to put finger to lips in a gesture of silence and simply begin with #2. <p>3 The teacher either hands a piece of chalk to everyone or places many pieces of chalk at the board and hands several pieces to people at random.</p> <p>4 People write as they feel moved. There are likely to be long silences?that is natural, so allow plenty of wait time before deciding it is over.</p> <p>5 How the teacher chooses to interact with the Chalk Talk influences its outcome. The teacher can stand back and let it unfold or expand thinking by:</p> <ul style="list-style-type: none"> * circling other interesting ideas, thereby inviting comments to broaden writing questions about a participant comment adding his/her own reflections or ideas

Standards:				
<p>CCSS.ELA-LITERACY.CCRA.W.10 : Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>CCSS.ELA-LITERACY.CCRA.W.5 : Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>CCSS.ELA-LITERACY.CCRA.W.4 : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>				
Additional Attachments:				
<p> Communication and Teens</p>				

30 mins	<p>BRIDGING CONVERSATION > TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.</p>	<p>SURVEY OF DIVERSITY ANALYSIS After completing a survey/interview for their fellow students designed to solicit opinions regarding how well diversity is respected/celebrated in their school, each individual will analyze the results from the survey to respond in writing to the following questions: How can an individual impact the overall school environment? How can a school use diversity to create a more positive school environment?</p> <p>**If a teacher did not want to conduct a survey, they could just lead a class discussion on the power of diversity and the amount of respect diversity holds in the school.**</p>	<p>5- Students submit a reflection that completely answers both questions from the prompt.</p> <p>3- Students submit a reflection that partially answers the questions from the prompt.</p> <p>1- Students submit a response that does not answer the questions from the prompt.</p>	<p>**This mini-task relates directly to learning experience #9 in the Colorado Instructional Unit Sample, "Happy is the New Healthy**</p> <ol style="list-style-type: none"> 1. Review the survey results as a class and discuss the impact that individuals can have. 2. Allow students to discuss the prompt and brainstorm a list of possible responses in groups or as a class. 3. Review definitions and ideas of diversity.
<p> Diversity Resources</p> <p> Respect Diversity</p>				

15 mins	<p>TASK AND RUBRIC ANALYSIS > TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.</p>	<p>BULLETS (LDC PROTOTYPE) In your own words, what are the important features of a good response to this prompt?</p>	<p><i>No Scoring</i></p>	<ul style="list-style-type: none"> • Share examples of type of text students will produce (either from past students or from professional writers). • Identify or invite students to identify key features of examples. • Pair students to share and improve their individual bullets. • Create a classroom list: Choose one student to share a few ideas on the board, and ask others to add to it.

Standards:				
<p>CCSS.ELA-LITERACY.CCRA.R.2 : Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>CCSS.ELA-LITERACY.CCRA.W.10 : Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>				
Reading Process				
25 mins	<p>PRE-READING > TEXT SELECTION: Ability to identify appropriate texts.</p>	<p>THINK, PAIR, SHARE With a partner discuss elements of a "credible mental health resource." Create a thinking map with "credible mental health resource" in the center and the defining elements on the outside. Then present your ideas to the class. Add any ideas from your classmates maps that you did not include in yours and submit a completed map.</p>	<p>Students submit a thinking map that includes at least 3 defining elements for a "credible mental health resource."</p>	<p>**This mini-task relates directly to learning experience #6 in the Colorado Instructional Unit Sample, "Happy is the New Healthy**</p> <p>Discuss elements of credible sources as a class.</p> <p>Pair students depending on proficiency with identifying credible sources.</p> <p>Create a class thinking map rather than individual maps.</p>
Additional Attachments:				
<p>🔗 Thinking Maps Template</p> <p>🔗 Thinking Maps template</p> <p>🔗 Credible Resources Evaluation Rubric</p> <p>🔗 Credible Resource Evaluation Tool</p>				
1 hr	<p>ACTIVE READING > NOTE-TAKING: Ability to select important facts and passages for use in one's own writing.</p>	<p>T-CHART NOTES You will be given a scenario of unhealthy behaviors such as self-harming along with articles that identify symptoms for the behavior. Your job is to create a t-chart that identifies 3 signs or symptoms for your behavior and connect each symptom with a specific resource or tool that would provide potential support (this will require some research on your part as well). You will use these resources in your final presentation to the school administration.</p>	<p>5- Students submit a t-chart with a minimum of 3 signs/symptoms with coinciding resources or support tools.</p> <p>3- Students submit a t-chart with 2 signs/symptoms with coinciding resources or support tools.</p> <p>1- Students submit a t-chart with 1 or less signs/symptoms with coinciding resources or support tools.</p>	<p>**This mini-task relates directly to learning experience #3 in the Colorado Instructional Unit Sample, "Happy is the New Healthy**</p> <ol style="list-style-type: none"> The teacher may provide the students with an example of a t-chart that meets the requirements of the prompt. Students may work in groups to complete the task. The teacher may go throughout the process of completing a t-chart and identifying symptoms and resources with the class or with individual students. <p>NOTE- The scenarios given during this mini task will be the same scenario they use to complete the teaching task at the end of the module.</p>

Additional Attachments: 🔗 T-Chart template 🔗 T-Chart template				
Transition to Writing				
20 mins	<p>BRIDGING CONVERSATION > IDENTIFYING SIGNIFICANT ELEMENTS: Ability to begin linking reading results to writing task.</p>	<p>CAUSE AND EFFECT GRAPHIC ORGANIZER Complete a cause and effect graphic organizer that relates the effects of effective communication on school environment and self-advocacy skills.</p>	<p>5-Students identify 5 or more effects of effective communication as it relates to self-advocacy and school environment.</p> <p>3- Students identify 3-4 effects of effective communication as it relates to self-advocacy and school environment.</p> <p>1- Students identify 2 or less effects of effective communication as it relates to self-advocacy and school environment.</p>	<p>**This mini-task relates directly to learning experience #7 in the Colorado Instructional Unit Sample, "Happy is the New Healthy."</p> <ol style="list-style-type: none"> 1. Teacher will showcase the importance of effective communication as it relates to pro-social behavior, self-advocacy, and school environment. 2. Teacher may provide students with examples of effective communication and discuss how they improve school environment. 3. Students may be allowed to work in groups to complete the task.
Additional Attachments: 🔗 Cause & Effect graphic organizers				

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
30 mins	<p>BRIDGING CONVERSATION > IDENTIFYING SIGNIFICANT ELEMENTS: Ability to begin linking reading results to writing task.</p>	<p>DESCRIPTIVE PARAGRAPH As a class, brainstorm a list of characteristics of a pro-social learning environment. After brainstorming, write a descriptive paragraph that describes an ideal school environment conducive to pro-social behavior. Be sure to include an argument that defends the need for this environment.</p>	<p>5- A well-developed paragraph is submitted that completely addresses all elements of the prompt.</p> <p>3- A fairly well developed paragraph is submitted that addresses some elements of the prompt.</p> <p>1- Paragraph is off topic and does not address the elements of the prompt.</p>	<p>**This mini-task relates directly to learning experience #11 in the Colorado Instructional Unit Sample, "Happy is the New Healthy."</p> <ol style="list-style-type: none"> 1. Review pro-social behavior and self advocacy skills/strategies. 2. Discuss possible responses to the prompt. 3. Allow students to discuss their responses with a partner.
Writing Process				
20 mins	<p>PLANNING > PLANNING THE WRITING: Ability to develop a line of thought and text structure appropriate to a narrative task.</p>	<p>SPEECH OUTLINE Create an outline of your speech for the school administration that: identifies the problem, proposes possible resources to be implemented by the school district, and describes the possible impact the resources may have on the school environment.</p>	<p>Students submit a completed outline.</p>	<ol style="list-style-type: none"> 1. The teacher may provide students with formats for their outlines. 2. The teacher may model completing an outline. 3. Students can work in groups to complete the outline.
15 mins	<p>DEVELOPMENT > INTRODUCTORY PARAGRAPH: Ability to establish a controlling idea and consolidate information relevant to task.</p>	<p>OPENING PARAGRAPH (LDC PROTOTYPE) Write an opening paragraph that includes a controlling idea and sequences the key points you plan to make in your speech. Be sure to include information from your notes and class discussions.</p>	<ul style="list-style-type: none"> • Writes a concise summary statement or draft opening. • Provides direct answer to main prompt requirements. • Establishes a controlling idea. • Identifies key points that support development of argument. 	<ul style="list-style-type: none"> • Offer several examples of opening paragraphs. • Ask class to discuss what makes them strong or weak. • Review the list that students created earlier to identify needed elements (from Cluster 1, skill 2).

	<p>Standards:</p> <p>CCSS.ELA-LITERACY.CCRA.W.5 : Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>CCSS.ELA-LITERACY.CCRA.W.4 : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CCSS.ELA-LITERACY.CCRA.W.1 : Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>			
1 hr	<p>DEVELOPMENT > BODY PARAGRAPHS: Ability to construct an initial draft with an emerging line of thought and structure.</p>	<p>INITIAL DRAFT (LDC PROTOTYPE) Write an initial draft complete with opening, development, and closing; insert and cite textual evidence.</p> <p>Body Paragraph One: Identify the physical, emotional, or mental struggle from your scenario.</p> <p>Body Paragraph Two: Identify possible resources for the school to implement to help with similar situations.</p> <p>Body Paragraph Three: Describe the impact that the proposed resources will have on the overall school environment.</p> <p>Conclusion: Leave your audience with powerful statements regarding your proposal and the impact it could have on the school environment.</p>	<ul style="list-style-type: none"> • Provides complete draft with all parts. • Supports the opening in the later sections with evidence and citations. 	<ul style="list-style-type: none"> • Encourage students to re-read prompt partway through writing, to check that they are on track.
20 mins	<p>REVISION, EDITING, AND COMPLETION > REVISION: Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.</p>	<p>PRACTICE PRESENTATION AND PEER REVIEW Present your speech to your classmates. Allow classmates to make suggestions that would make your speech more powerful or persuasive. Make revisions where necessary.</p>	<p>Student presents a draft of their speech and makes revisions based on peer suggestions.</p>	<p>Review elements of a good speech with the class. Provide each student with at least 2 comments or suggestions for improvement.</p>

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
20 mins	<p>REVISION, EDITING, AND COMPLETION > EDITING: Ability to proofread and format a piece to make it more effective.</p>	<p>CORRECT DRAFT (LDC PROTOTYPE) Revise draft to have sound spelling, capitalization, punctuation, and grammar. Adjust formatting as needed to provide clear, appealing text.</p>	<ul style="list-style-type: none"> Provides draft free from distracting surface errors. Uses format that supports purpose. 	<ul style="list-style-type: none"> Briefly review selected skills that many students need to improve. Teach a short list of proofreading marks. Assign students to proofread each other's texts a second time.
<p>Standards:</p> <p>CCSS.ELA-LITERACY.CCRA.L.2 : Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>				
10 mins	<p>REVISION, EDITING, AND COMPLETION > FINAL DRAFT: Ability to submit final piece that meets expectations.</p>	<p>FINAL PIECE (LDC PROTOTYPE) Present your final version of your speech to the class. Turn in your complete set of drafts, plus the final version of your piece.</p> <p>**As an extension, students can create a Prezi or Powerpoint to accompany their speech. They could also present for the school board or other school administration.**</p>	<ul style="list-style-type: none"> Fits the "Meets Expectations" category in the rubric for the teaching task. 	<p><i>None</i></p>
<p>Standards:</p> <p>CCSS.ELA-LITERACY.CCRA.W.10 : Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>				

Instructional Resources

No resources specified

Section 4: What Results?

Student Work Samples

No resources specified

Teacher Reflection

Not provided