

2022 - Understanding Your Health Unit

Content Area: **Health & Physical Education**
Course(s): **Health I**
Time Period: **September**
Length: **5**
Status: **Published**

Unit Overview:

During this Unit the students will define health, identify the three sides of a health triangle, health habits, physical changes during teen years, mental and emotional changes, hormones, personal health and abstinence benefits.

Essential Questions:

1. What are the consequences (especially unforeseen) of our choices in terms of wellness?
2. What are the 3 parts of the health triangle?
3. Is one part of the health triangle more important than the others?
4. Identify factors that lead to a group success and help solve group problems.
5. How to motivate group members to work together and provide constructive feedback.
6. Demonstrate respect for varying ideas and opinions

Enduring Understandings:

During this unit students will analyze the 3 parts of the health triangle

Standards/Indicators/Student Learning Objectives (SLOs):

HE.6-8.2.1.8.EH.2	Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.
HE.6-8.2.1.8.PGD.4	Analyze the relationship between healthy behaviors and personal health.
HPE.2.1.8	All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.
HPE.2.1.8.A.1	Assess and apply Health Data to enhance each dimension of personal wellness.
HPE.2.1.8.A.4	Determine the impact of marketing techniques on the use of personal hygiene products, practices, and services.
HPE.2.1.8.A.CS1	Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly. Self-management skills impact an individual's ability to cope with different types of mental, psychological, and emotional situations.

Lesson Titles:

Lesson 1. What Is Health and Wellness?

Lesson 2. Changes During the Teen Years

Lesson 3. Taking Responsibility for Your Health

Career Readiness, Life Literacies, & Key Skills:

PFL.9.1.4.B.2	Identify age-appropriate financial goals.
CAEP.9.2.8.B.6	Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.
CAEP.9.2.8.B.7	Evaluate the impact of online activities and social media on employer decisions.
TECH.9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
TECH.9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a). Brainstorming can create new, innovative ideas.

Inter-Disciplinary Connections:

LA.K-12.NJSLSA.R	Reading
LA.K-12.NJSLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LA.K-12.NJSLSA.R2	Determine central ideas or themes of a text and analyze their development; summarize

the key supporting details and ideas.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Equity Considerations

Amistad Mandate

Topic: Examining historical and contemporary social determinants of health impacting Black communities in New Jersey.

Website: "The Robert Wood Johnson Foundation: County Health Rankings & Roadmaps" <https://www.countyhealthrankings.org/>: <https://www.countyhealthrankings.org/>

This lesson addresses Component 3 of the Amistad Mandate: "Analyze and discuss the ongoing impact of historical and contemporary inequalities on the health and well-being of Black communities."

- Amistad
- Contributions of African American to our society
- Slavery in America

Holocaust Mandate

Topic: Examining the impact of the Holocaust on the physical and mental health of survivors and their descendants.

Website: "United States Holocaust Memorial Museum (USHMM): Holocaust Encyclopedia" Image of the United States Holocaust Memorial Museum (USHMM): <https://www.ushmm.org>

This lesson addresses Component 4 of the Holocaust Mandate: "Analyze the long-term consequences of the Holocaust, including the impact on survivors and their families."

- Bias
- Bigotry

- Bullying
- Prejudice

LGBTQ and Disabilities Mandate

Topic: Exploring the intersection of LGBTQ+ identities and disabilities in relation to health and well-being.

Website: "The Trevor Project: LGBTQ+ Youth Mental Health" <https://www.thetrevorproject.org/>

This lesson addresses Component 3 of the LGBTQ+ and Disabilities Inclusion Mandate: "Analyze the complex experiences of individuals with intersecting LGBTQ+ and disability identities."

- Economic
- Political
- Social

Climate Change

<https://www.savethechildren.org/us/what-we-do/emergency-response/climate-change#:~:text=Extreme%20temperatures%20leave%20many%20families,sensitive%20to%20disease%20and%20pollution.>

How Climate Change is affecting the family unit. Illness, lack of work, etc.

Asian American Pacific Islander Mandate

Topic: Exploring the diverse health beliefs, practices, and traditional medicine systems within AAPI communities.

Website: "Asian American Health Initiative: Health & Culture" <https://aahiinfo.org/>

This lesson addresses Component 2 of the AAPI Mandate: "Analyze the historical and contemporary influences on the health and well-being of Asian American and Pacific Islander communities."

- Economic
- Political
- Social

Alternative Assessment

Performance Tasks

Project-based assignments

Problems-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolio

Benchmark Assessment

Writing prompt

Skills based assessment

Reading response

Summative Assessment:

- Marking Period Assessment
- Project

Resources & Materials:

Chromebooks

Ed Puzzle

Videos

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK:

Instructional Strategies:

Students grow emotionally, physically and socially at a rapid rate during this period of adolescence.

This course is the first part of a two-year program focusing on giving each student a greater understanding of the concept of “optimal health”.

Students will learn tools and strategies empowering them to strive for this state of being everyday for the rest of their lives.

Learning Activities:

Students will be able to identify and explain the parts of the health triangle

Blooms Taxonomy/Understanding Your Health objectives and outcomes:

- Students will be able to define health. **(Blooms: Remembering)**
- Students will describe the importance of health education and relate wellness to total health. **(Blooms: Understanding)**
- Students will describe heredity, environment, and culture as influences on health over which they have little or no control. **(Blooms: Understanding)**
- Students will categorize behaviors, choices, and decisions that affect health. **(Blooms: Applying, analyzing)**
- Students will evaluate how accepting responsibility for their own health and the health of others is step toward wellness. **(Blooms: Evaluating)**
- Students will write how abstinence from sexual activity before marriage and how avoiding tobacco, alcohol, and other drugs can contribute to health. **(Blooms: Applying)**
- Students will discuss how risk factors can be offset by healthful behaviors. **(Blooms: Understanding)**

Formative Assessment:

- Anticipatory Set
- Closure
- Warm-Up

Modifications

ELL Modifications:

- Choice of test format (multiple-choice, essay, true-false)
- Continue practicing vocabulary
- Provide study guides prior to tests
- Read directions to the student
- Read test passages aloud (for comprehension assessment)
- Vary test formats

IEP & 504 Modifications:

*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.

Possible Modifications/Accommodations: (See listed items below):

- Allow for redos/retakes
- Assign fewer problems at one time (e.g., assign only odds or evens)
- Differentiated center-based small group instruction
- Extra time on assessments
- Highlight key directions
- If a manipulative is used during instruction, allow its use on a test
- Opportunities for cooperative partner work
- Provide reteach pages if necessary
- Provide several ways to solve a problem if possible
- Provide visual aids and anchor charts
- Test in alternative site
- Tiered lessons and assignments
- Use of a graphic organizer
- Use of concrete materials and objects (manipulatives)
- Use of word processor

G&T Modifications:

- Alternate assignments/enrichment assignments
- Enrichment projects
- Extension activities
- Higher-level cooperative learning activities

- Pairing direct instruction with coaching to promote self-directed learning
- Provide higher-order questioning and discussion opportunities
- Provide texts at a higher reading level
- Tiered assignments
- Tiered centers

At Risk Modifications

The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. In addition, the following may be considered:

- Additional time for assignments
- Adjusted assignment timelines
- Agenda book and checklists
- Answers to be dictated
- Assistance in maintaining uncluttered space
- Books on tape
- Concrete examples
- Extra visual and verbal cues and prompts
- Follow a routine/schedule
- Graphic organizers
- Have students restate information
- No penalty for spelling errors or sloppy handwriting
- Peer or scribe note-taking
- Personalized examples
- Preferential seating
- Provision of notes or outlines
- Reduction of distractions
- Review of directions
- Review sessions
- Space for movement or breaks
- Support auditory presentations with visuals
- Teach time management skills
- Use of a study carrel
- Use of mnemonics
- Varied reinforcement procedures
- Work in progress check

Technology Materials and Standards

TECH.8.1.8	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.8.A.2	Create a document (e.g., newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
TECH.8.1.8.A.CS1	Understand and use technology systems.
TECH.8.1.8.A.CS2	Select and use applications effectively and productively.

Computer Science and Design Thinking Standards
