Unit 1 Health and Wellness

Content Area: **PE/Health**
Course(s): **Health 7**
Time Period: **Sample Time Period**
Length: **8 Days**
Status: **Published**

Title Section

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Comprehensive Health, Gr 7

Health and Wellness

Belleville Board of Education

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Board Approved:

Unit Overview

- To understand that health is a combination of physical health, social health and mental wellbeing, and all must be in a healthy state in order to achieve wellness.
- If one can achieve a healthy state in all three aspects of the health triangle, they will achieve wellness.
- Topics: 1. Total Health; 2. Health Influences and Risk Factors; 3. Building Health Skills; 4. Making Decisions and Setting Goals; 5. Understanding Your Emotions
- Different practices and methods to develop an overall state of well-being.

Enduring Understanding

- Identifies the three parts of the health triangle, explains the relationship between health and wellness, and explains how to balance physical, mental/emotional, and social health. Identifies factors that influence health and explains the role of behavior, choices, and attitudes in health. Identifies health skills and explains why health skills are skills for life. Identifies ways to make healthy, responsible decisions, explains why having goals is important, and describes how to set goals. Identifies different types of health care providers and explains the importance of regular health checkups.
- Students should understand the influences of eating healthy and exercise to develop a positive physical and healthy body, the effects social interactions has on them and others around them, and mechanisms for determining certain emotional states and how to deal with emotions properly. Students should pay close attention to goal setting strategies and the different types of goals.
- Physical Health: Healthy Diet, Physical Activity, Importance of Sleep, Oral Health Care, Hygiene
- Discuss mental/social Health and how it may differ in the LGBTQ community

Social Health: Consideration, being Respectful, Honesty, Being Dependable, Helpful, and Supportive

Mental/Emotional Health: Developing a healthy understanding of one's emotions, and how to cope or deal with negative emotions.

- ELA, Science correlation. As an adult, practices used and learned within this unit can directly be utilized to develop wellness at an older age. This specific unit allows for an healthy adult as well as teenage health.
- **Health Inventory Activity** -- Have students complete the Health Inventory activity, or lead a class discussion using questions from the Health Inventory Activity.

Class Discussion -- Ask students to complete the Guided Notes questions or use them to lead a class discussion. Guided Notes are found in the ConnectEd student site by clicking on "Notebook" (at the top of the screen) and selecting "Guided Notes."

Health eSpotlight Video Instruct students to watch the video and answer the questions in the Lesson Resources panel. Lead a class discussion asking:

Foldable or Study Organizer Students are instructed to create a Foldable® for Lesson 3 and a study organizer for all additional lessons.

- Students should consistently revisit different mechanisms learned in order to continue to better their three sections of the health triangle. Be creative when developing a physically healthy lifestyle,

continue to support good eating habits, and use several different methods learned in order to continually react to emotions in a positive an effective way.

Essential Questions

1. What would happen if you removed one part of health from the health triangle?
2. Are risks of smoking cigarettes, drinking alcohol, and not exercising immediate or long term? What are the negative effects in all three areas of health?
3. Analyze How do positive relationships affect your physical and mental/emotional health?
4. Assess What are some qualities you look for in a friend? How would those qualities affect your mental/emotional and social health?
5. Infer How can learning how to resist negative peer pressure improve all sides of your health triangle?
6. Synthesize Why is being resilient important for mental and emotional health?
7. Discuss some Physical Health issues that may be present in different races and why?
8. How may students in the LGBTQ community cope with the ongoing struggles.

Exit Skills

By the end of Grade 7, Comprehensive Health Unit 1, the student should be able to:

- Develop methods to balance physical, mental/emotion, and social health within their own life.
- Be able to Identify factors that influence the three types of health, while understanding how choices, and attitude towards health can effect one's wellbeing.
- Understand why health skills are skills for life.
- Be able to make healthy, responsible decisions, and have goals that are properly set and supportive of these decisions.
- Be able to identify different signs of mental and emotional health, and how to show empathy.
- Recognize different emotions and how to express these emotions in healthy ways.
- Understand and utilize strategies for coping in times of grief, stress, and grief reactions.

New Jersey Student Learning Standards (NJSLS)

2.1.8.PGD.2	Analyze how genetics and family history can impact personal health.
2.1.8.PGD.4	Analyze the relationship between healthy behaviors and personal health.
2.1.8.EH.1	Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence).
2.1.8.EH.2	Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.
2.1.8.SSH.3	Demonstrate communication skills that will support healthy relationships.
2.1.8.SSH.4	Compare and contrast the characteristics of healthy and unhealthy relationships.
2.1.8.SSH.6	Examine how culture influences the way families cope with traumatic situations, crisis, and change.
2.1.8.CHSS.7	Collaborate with other students to develop a strategy to address health issues related to climate change.

Interdisciplinary Connections

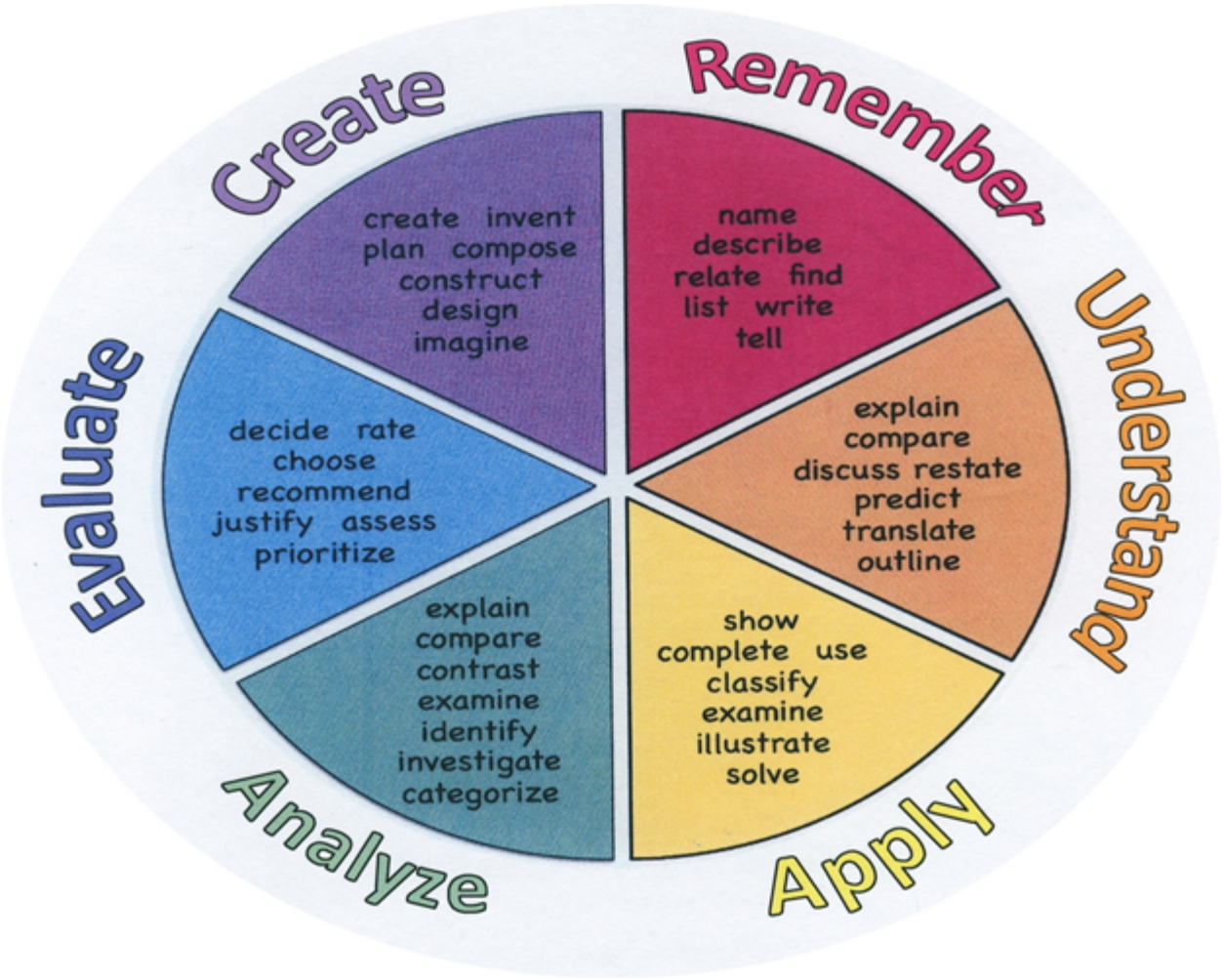
- ELA
- Science
- Social Studies

LA.L.8.4.C	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

Learning Objectives

- Students will be able to develop methods to balance physical, mental/emotion, and social health within their own life.
- Students will be able to Identify factors that influence the three types of health, while understanding how choices, and attitude towards health can effect one's wellbeing.
- Students will be able to distinguish why health skills are skills for life.
- Students will be able to devise healthy, responsible decisions, and have goals that are properly set and supportive of these decisions.
- Students will be able to outline different signs of mental and emotional health, and how to show empathy.
- Students will be able to recognize different emotions and how to express these emotions in healthy ways.
- Students will be able to express and utilize strategies for coping in times of grief, stress, and grief reactions.

Remember	Understand	Apply	Analyze	Evaluate	Create
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize
Select	Interpret	Sketch	Arrange	Justify	Plan
State	Infer	Solve	Breakdown	Measure	Produce
Count	Match	Use	Combine	Rank	Role Play
Draw	Paraphrase	Add	Detect	Rate	Drive
Outline	Represent	Calculate	Diagram	Support	Devise
Point	Restate	Change	Discriminate	Test	Generate
Quote	Rewrite	Classify	Illustrate		Integrate
Recall	Select	Complete	Outline		Prescribe
Recognize	Show	Compute	Point out		Propose
Repeat	Summarize	Discover	Separate		Reconstruct
Reproduce	Tell	Divide			Revise
	Translate	Examine			Rewrite
	Associate	Graph			Transform
	Compute	Interpolate			
	Convert	Manipulate			
	Discuss	Modify			
	Estimate	Operate			
	Extrapolate	Subtract			
	Generalize				
	Predict				



Suggested Activities & Best Practices

Guidelines for Suggested Activities:

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    - Lesson 1- **Reading Strategy Analyzing a Graphic** Have students examine the health triangle. Then, make a triangle on a desk top, using three pens as the sides. Remove one pen, and call on a volunteer to try to re-form the triangle. Alternatively, you may use an overhead projector and illustrate the concept. Conclude by asking: What would happen if you removed one part of health from the health triangle?
    - Lesson 2- **Active Learning Brochure** After reading the section about social environment, have students find out what educational and recreational services are available for teens in their community. Tell students to compile the information in a brochure on community services for teens.
    - Lesson 3- **Universal Access Kinesthetic Learners** Tell students that deep breathing is one of the best ways to manage stress. Provide a quick demonstration of deep breathing. Sit in a chair with your feet flat on the floor and your eyes straight ahead. Have students observe as you

slowly inhale through your nose and slowly exhale through your mouth. Tell them you are thinking only about your breathing and nothing else. Students can practice deep breathing at home and use the technique whenever they are under stress.

- Lesson 4- **Health Skills Practice Goal Setting** After discussing the difference between short-term and long-term goals, provide each student with a blank web map. Assign each student a long-term goal and have the student fill in the web with three short-term goals a teen might set to achieve the long-term goal.
- Lesson 5- **Active Learning Photo Essays** Have students create photo essays entitled "Signs of Mental and Emotional Health." They should illustrate each sign with a photo. For example, they could illustrate the sign, *acting responsibly,* with a photo of a teen helping a younger child cross a street. Before students label the photos, ask the class which sign each photo illustrates.

Assessment Evidence - Checking for Understanding (CFU)

Admit/Exit slip-formative assessment

Chapter test-summative assessment

Web-based assessment-alternate assessment

Projects-benchmark assessment

- Audio Summaries
- Hands-On Health
- Study Aids
- Chapter Tests
- eAssessment
- Enrichment Activities
- Reteaching Activities
- Cross Curriculum Activities
- Decision-Making Activities
- Health Labs
- Homework
- Exit Slips
- Admit Slips
- Do Now's

- Projects

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep

- Unit tests
- Web-Based Assessments
- Written Reports

Primary Resources & Materials

- Glencoe Health Text Book

Ancillary Resources

- NewsELA
- Brainpop
- KidsHealth.org
- Google Classroom
- McGraw Hill Edconnect

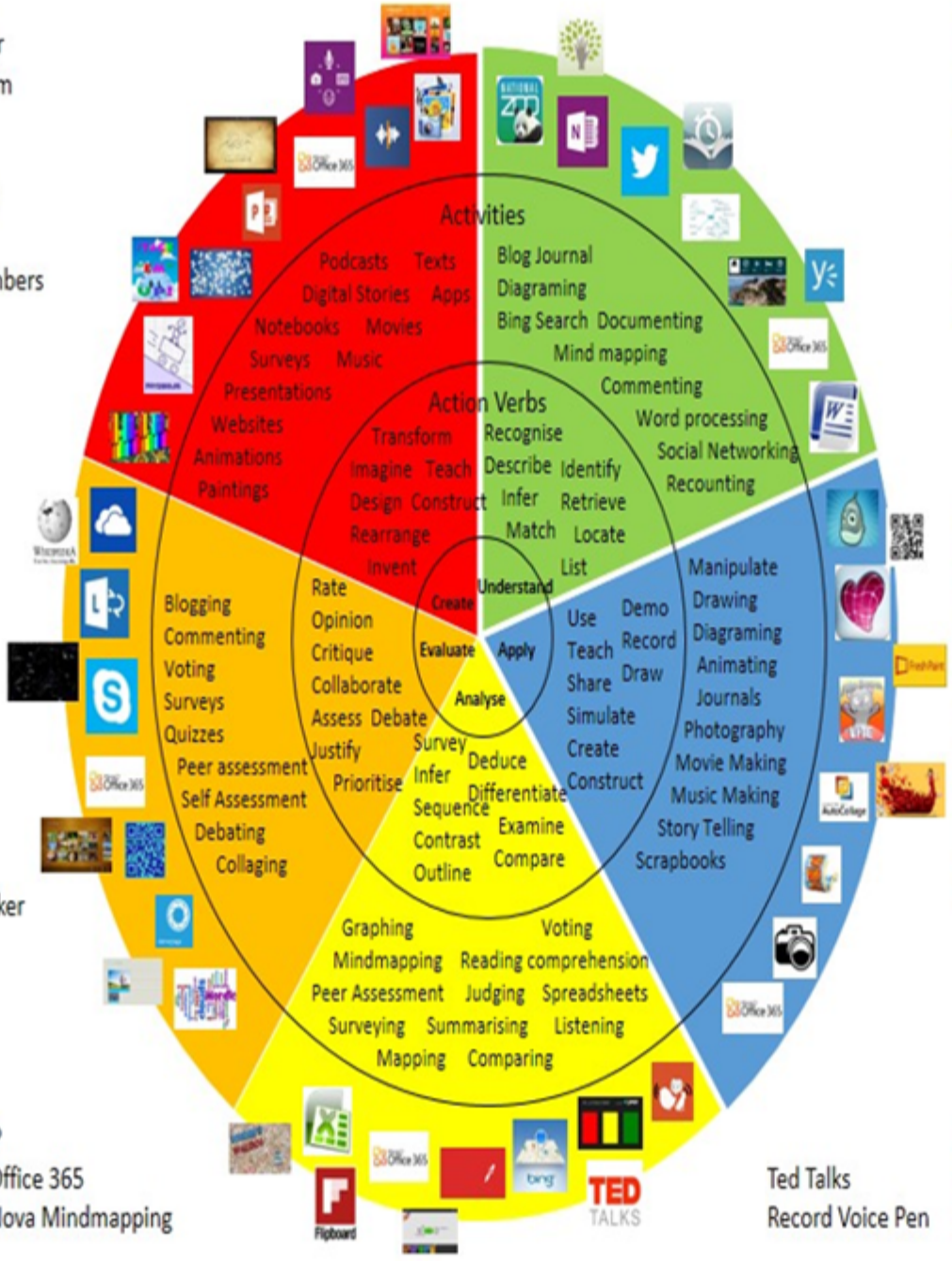
Technology Infusion

- Microsoft Office365
- Google Classroom
- YouTube

Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
Photostory 3
Kid Story Builder
Music Maker Jam
Paint A Story
Office 365
MS PowerPoint
Stack 'Em Up
NqSquared Numbers
Physamajig
Xylophone 8

Wikipedia
Skydrive
Lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker



Where's Waldo?
MS Excel
Flipboard
Office 365
Nova Mindmapping

Ted Talks
Record Voice Pen

Originally taken from http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

Alignment to 21st Century Skills & Technology

Mastery and infusion of **21st Century Skills & Technology** and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

9.2.8.CAP.2	Develop a plan that includes information about career areas of interest.
9.4.8.CT.2	Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).

21st Century Skills/Interdisciplinary Themes

Media Literacy
Life and career skills
Critical Thinking and problem solving

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

21st Century Skills

Civic Literacy

Global Awareness

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

Differentiation

Audio Summaries Encourage students to listen to the audio summaries for each lesson to review the lesson content. Audio summaries are available in English and Spanish.

Hands-On Health Click on the Project Center tab in the navigation bar. Select Hands-On Health, and then select the activity for the current chapter for more information and an activity rubric.

Study Aids Direct students to use the Foldable® to review the content of Lesson 1 and the study organizers for all other lessons.

Assessments

Chapter Assessment Instruct students to click on the Assessment tab on the navigation bar, and type their answers into the answer boxes, then click SAVE.

eAssessment In the Teacher Center, click on the Assess tab in the navigation bar. Click on the McGraw-Hill Assessment title, and follow the instructions to create a new test or question set.

Enrichment Activities These activities are designed to extend the concepts introduced in the student textbook. They are recommended for use with students showing a high degree of mastery of the health concepts and skills developed in each lesson. Enrichment activities challenge the students to apply the knowledge and critical thinking skills, analyze situations, and resolve problems presented in case studies.

Reteaching Activities The reteaching activities are recommended for use with students who need additional help learning the concepts presented in the textbook. A variety of formats include completion items, lists and charts, grapic organizers, acrostics, and other approaches.

Cross-Curriculum Activities These activities help students relate their understanding of health to other academic disciplines. The formats for the cross-curriculum activities are varied.

Decision-Making Activities These worksheets help students understand and apply the decision-making process described in the Health Skills Handbook. The activities enable students to put themselves in realistic decision-making situations and examine options and outcomes, consider different values, choose a course of action, and evaluate it.

Health Labs These activities give students experience in making observations and hypothesis, collecting and recording data, and forming conclusions based on analysis and interpretations of experimental results.

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time

- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

English Language Learning (ELL)

Audio Summaries Encourage students to listen to the audio summaries for each lesson to review the lesson content. Audio summaries are available in English and Spanish.

Decreasing the amount of work presented or required

Using Videos, illustrations, pictures, and drawings

Tutoring by peers

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk

Reteaching Activities The reteaching activities are recommended for use with students who need additional help learning the concepts presented in the textbook. A variety of formats include completion items, lists and charts, graphic organizers, acrostics, and other approaches.

Cross-Curriculum Activities These activities help students relate their understanding of health to other academic disciplines. The formats for the cross-curriculum activities are varied.

Decision-Making Activities These worksheets help students understand and apply the decision-making process described in the Health Skills Handbook. The activities enable students to put themselves in realistic

decision-making situations and examine options and outcomes, consider different values, choose a course of action, and evaluate it.

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Special Education Learning (IEP's & 504's)

Study Aids Direct students to use the Foldable® to review the content of Lesson 1 and the study organizers for all other lessons.

Reteaching Activities The reteaching activities are recommended for use with students who need additional help learning the concepts presented in the textbook. A variety of formats include completion items, lists and charts, graphic organizers, acrostics, and other approaches.

Hands-On Health Click on the Project Center tab in the navigation bar. Select Hands-On Health, and then select the activity for the current chapter for more information and an activity rubric

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding

- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

Talented and Gifted Learning (T&G)

Enrichment Activities These activities are designed to extend the concepts introduced in the student textbook. They are recommended for use with students showing a high degree of mastery of the health concepts and skills developed in each lesson. Enrichment activities challenge the students to apply the knowledge and critical thinking skills, analyze situations, and resolve problems presented in case studies.

Health Labs These activities give students experience in making observations and hypothesis, collecting and recording data, and forming conclusions based on analysis and interpretations of experimental results.

Cross-Curriculum Activities These activities help students relate their understanding of health to other academic disciplines. The formats for the cross-curriculum activities are varied.

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery

- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

Sample Lesson

Unit Name: Health and Wellness

Interdisciplinary Connection: Reading Comprehension/ ELA

Statement of Objective: Students will be able to Identify the three different parts of health that make up the health triangle, and compare and contrast their differences.

Anticipatory Set/Do Now: Students will enter the classroom, and immediately find their seats to begin responding to the Do Now question(s) on the board. In their notebook, students will answer to the best of their ability.

"In your opinion, why is it so important to maintain a healthy lifestyle? Do you think being physically fit is equally as important as dealing with your emotions properly?"

Learning Activity:

1. Reviewing responses to the Do Now Question in class discussion format. The three parts of health which include Physical, Emotional, and Social health will be introduced.

2. Students will be handed a guided reading worksheet, where they will complete questions 1-3 during the powerpoint presentation.

3. PowerPoint will define and give examples of each type of health, and teacher will discuss these examples with the class. Students will be asked to give examples out loud during class discussion.

4. Introducing terms wellness and health, and the differentiation between the two. Focus on wellness being a combination of the three types of health, and different actions that can affect one's wellness.

5. Exit slip for the day will be completed.

Student Assessment/CFU's:

Reading Strategy Analyzing a Graphic Have students examine the health triangle. Then, make a triangle on a desk top, using three pens as the sides. Remove one pen, and call on a volunteer to try to re-form the triangle. Alternatively, you may use an overhead projector and illustrate the concept. Conclude by asking: What would happen if you removed one part of health from the health triangle?

Materials: Guided notes worksheets, Laptop, Smartboard, Exit slips

21st Century Themes and Skills:

Media Literacy
Life and career skills
Critical Thinking and problem solving

Differentiation/Modifications: Having students discuss their DO NOWs in groups during the first 5 minutes on class will give all students a chance to understand the question, as well as develop a well thought out response. Also, by using a power point and videos will allow all learners to grasp the material.

Integration of Technology: Using a smart board for the PowerPoint and video

2.1.8	Personal and Mental Health
2.1.8.PGD.1	Explain how appropriate health care can promote personal health.
2.1.8.EH.2	Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.